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ABSTRACT

The study examined the effects of external factors affecting language learning strategies by Japanese college/university students learning English as a foreign language. Special attention was paid to the effects of entrance examination, experience of staying overseas, and years spent at college or university. A measure (a Japanese version of the Strategy Inventory for Language Learning) was administered to 315 college and university students. The analysis of data through various statistics showed that the entrance examination mostly had a favorable effect on the students' use of learning strategies in that they gave the students an impetus to try out a wider range of strategies. Staying overseas was found to have a favorable effect, providing students with a good opportunity to develop strategies of learning English through communication. Years spent at college or university, however, did not increase frequencies of using various types of learning strategies. (JL)

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EXTERNAL VARIABLES AFFECTING LANGUAGE LEARNING STRATEGIES OF JAPANESE EFL LEARNERS: EFFECTS OF ENTRANCE EXAMINATION, YEARS SPENT AT COLLEGE/UNIVERSITY, AND STAYING OVERSEAS

By Yoshinori Watanabe

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External Variables Affecting Language Learning Strategies of Japanese EFL Learners: Effects of Entrance Examination, Years Spent at College/University, and Staying Overseas

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August 1990

ABSTRACT

The purpose of the present study was to examine the effects of external factors affecting language learning strategies by Japanese college/university students learning English as a foreign language. Special attention was paid to the effects of entrance examination, experience of staying overseas, and years spent at college/university. Oxford (1990)'s SILL Version 7.0 was administered to a total of 315 college and university students. Factor analysis revealed a different classification of strategies from that of Oxford, which implied that the internal validity of Oxford's system was yet to be attested.

The analyses of the data through various statistics showed that the entrance examination mostly had a favorable effect on the students' use of learning strategies in that they gave the students an impetus to try out a wider range of strategies. The examination, however, failed to help students develop the use of socio-affective strategies. Staying overseas was found to have a favorable effect, providing the students with a good opportunity to develop strategies of learning English through communication. Years spent at college/university, however, did not increase frequencies of using various types of leaning strategies.

From these results with some additional findings such as

overall tendency of strategy use by the college/university students, and interaction effects among the variables, several suggestions were offered for teaching and research into the area of language learning strategies.

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0. INTRODUCTION

Much research and argument has recently been centred around the importance of learning strategies in the context of foreign language teaching. Learning strategies are commonly defined as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (Rigney, 1978). Oxford (1986) claims that research on language learning strategies is important because they are "related to successful language performance", "encourage learner autonomy, are teachable, and expand the role of the teacher in useful ways" (p. 6). One of the basic assumptions of the study into learning strategies is that "there will be several paths to success depending on the individual learning style" (Rubin, 1987, p. 16). In other words, all things being equal with regard to factors affecting foreign language learning such as proficiency level and native language background, some learners, for example, prefer to learn more analytically while others prefer to learn in more wholistic way, and when the learners employ the strategies which suit their styles, the learning can be enhanced.

Several researchers have attempted to prove this assumption. The research results show that there exist relationships between the styles of learning, personality types, cognitive styles on the one hand and the language learning strategies one the other. However, it is still doubtful whether the learning is really enhanced when the learner uses a strategy which fits their "internal factors" such as learning styles and personality types. Further, the applicability of such results in actual language teaching situations is yet to be clarified. Foreign language learning is achieved through a set of complicated processes with many other factors. Stern (1983) suggests that the learning process, which includes strategies, techniques, and mental operations, is determined by learner characteristics (i.e. age,

cognitive, affective, and personality characteristics), the social context (i.e. sociolinguistic, sociocultural, and socioeconomic factors), and conditions of learning (i.e. educational treatment, objectives, evaluation, etc) (p. 391). Thus, it is necessary to take into consideration factors other than learner characteristics when we want to understand learning strategies. In the present paper, my interest is in the factor of conditions of learning, and social context, both of which can be said to be "external" factors to the learners while learner characteristics in the sense of Stern can be called "internal" factors. More specifically, I am interested in how the effects of entrance examination, and the experience of staying overseas, both of which are included under the heading of "learning conditions" and/or "social context" in Stern's conception of foreign language learning, affect the learning strategies the learners employ.

I will start my study into the two factors above by reviewing the previous research results on the relationship between learner characteristics and learning strategies.

1. Literature Review

1.1. Reid (1987)

Reid (1987) is one of the attempts to identify learning style preferences of ESL learners in the USA. She administered a questionnaire that asked 1,388 students (1,234 ESL and 154 English natives) to identify their preferred learning styles; i.e. visual, auditory, kinesthetic, tactile, group learning, and individual learning. The result revealed that the learning style preferences of ESL students are different in these six areas of learning styles according to language background, sex, length of time spent in the US, major field, and level of education.

In the area of language background, Japanese speakers were

significantly less auditory than Arabic and Chinese speakers. Japanese speakers were also significantly less kinesthetic than Arabic, Spanish, Chinese, Korean, and Thai speakers. As regards to gender differences, she found that males preferred visual and tactile learning significantly more than females. Length of time was also found to affect the preferred styles of learning in the way that the longer students had lived in the United States, the more auditory their preference became. Engineering and computer science majors were significantly more tactile than humanities majors. Levels of education also made a difference between learning style preferences. For example, graduate students indicated a significantly greater preference for visual and tactile learning than undergraduates.

Reid concludes from the result that the awareness of individual learning styles by the teacher as well as the learners themselves will benefit success in the foreign language classroom, although she is cautious about the application of her research, noting "learning style preferences of students cannot be the sole basis for designing instruction, and prescription based on diagnosis must be tentative, varied, monitored, and verified" (p. 102).

1.2. Oxford & Nyikos (1989)

Oxford & Nyikos (1989) looked into "variables affecting choice of learning strategies used by 1,200 foreign language students in a conventional academic setting, a major university in the midwestern USA" (p. 291). They administered the Strategy Inventory for Language Learning (which will be explained in more detail later) to about 1,200 male and female students who were studying various foreign languages and different majors at a US university. Their research is different from that of Reid (1987) particularly in that they are looking into strategies learners are

actually employing when they are learning a foreign language, while Reid (1987) had more to do with the leaning styles, which "are much more global and more difficult to change" (p. 297).

In the first phase of their study, they factor-analysed the data, and found that there were five factors; (1) "formal rule-related practice strategies", (2) "functional practice strategies", (3) "resourceful, independent strategies", (4) "general study strategies", and (5) "conversational input elicitation strategies". The result further showed that the overall frequency of use of these groups of strategies ranged from high to low in this order. From the result of this first analysis they concluded that "the university students frequently reported employing strategies likely to be useful in a traditional, structure-oriented, discrete-point foreign language instructional environment geared toward tests and assignments" (p. 293).

The second stage of their study investigated which variables affected choice of language learning strategies. The result showed that motivation, career orientation, gender differences were the factors affecting strategies the students employ. More specifically;

(i) the more motivated students used learning strategies of all the five types of strategies given above more often than did the less motivated students,

(ii) the higher the student's self-perceived proficiency in three skills (i.e. speaking, reading, and listening), the more frequently the student chose to use learning strategies in some factors (i.e. speaking in Factors two, three, four, and five; reading in Factors one, two, four, and five; and listening in Factors three and four).

(iii) students who elected to learn the target language rather than taking it as a graduation requirement used the strategies more often in Factors two and four.

(iv) students who had been studying the language for at least four or five years used communicatively-oriented strategies

(Factors two and five) far more often than did less experienced language learners

(v) females were found to use strategies in Factors one, four, and five more than males.

(iv) humanities/social science/education used the strategies of Factor three more than technical/business majors.

In addition to these results, the authors demonstrate that motivation significantly interacted with several variables to influence choice of strategies. For example, in a significant effect on Factor One, motivation interacted with sex and elective vs required course status (p. 295). The authors suggest "how the expectations imposed by the standard academic approaches to teaching and testing limit the motivation of most language learners to try new, creative, communicatively oriented strategies" (p. 297).

Their study is concluded by noting that the conventional classroom, which is typical of the situation where their subjects are learning a foreign language, suppresses the potential of developing and trying out various strategy use. The proposal is made then that a change should be made in "promoting a conscious awareness and use of workable strategies within the confines of the foreign language classroom" (p. 297).

1.3 Ehrman & Oxford (1989)

Ehrman & Oxford (1989) is an attempt to examine the relationship of learning strategies with sex differences, career choice, cognitive style, and personality types.

They administered the same inventory as used in the study above to 30 students, 26 language teachers and 22 professional language trainers. To see the subjects' cognitive style and personality type, they referred to the Myers-Briggs Type Indicator (MBTI). The MBTI describes four dimensions using Jung's

terminology: 1) extraversion vs. introversion; 2) sensing vs. intuition; 3) thinking vs. feeling; and 4) judging vs.. perceiving. The test consists of a 126-item, forced-choice, normative, self-report questionnaire designed to reveal basic personality preferences on four dimensions. Based on the work of Jung, it reflects the theory that behavior in daily life is a manifestation of underlying stable and unchanging preferences for certain ways of functioning (p. 2).

The research showed that sex, career choices and psychological type did affect the strategies of the participants of the study. For example, females reported using more diverse types of strategies than males. Professional language trainers were found to use a wider variety of strategies than others in the sample; students and language teachers. As regards the relationship between personality and strategies, the authors found the following results: Extraverts were significantly more likely than introverts to report use of visual strategies. Intuitive subjects used strategies for searching for and communicating meaning and formal model building. The subjects who tended to make judgments based on feeling were found to use general study strategies. However, they failed to find a significant relationship of sensing with any of the SILL factors. These differences in strategy use according to personality types reflect, the authors surmise, the possibility of MBTI to "serve as a signpost to what kinds of individualization, including training in specific strategies, will make the most of the aptitude each student brings to language training" (p. 8).

From the results, the authors drew the following conclusion:

> To the degree that wider range and appropriate choices of strategies correlate with more effective language study, understanding of variables affecting such strategy use contributes to better insight into the "black box" of

second language acquisition. It can also contribute effectively to language teaching and student counseling (p. 8).

2. Relationship of the Present Study to Previous Studies

Although the above studies into the relationship of language learning strategies to factors affecting strategy use are interesting and informative, they are not free from problems. One is related to the application of the research results, and the other is to the research results themselves.

Firstly, when teachers try to apply the results to the actual classroom situations, they are in danger of putting the students into some stereotypes (Reid, 1987, p. 102). In other words, the teacher with the knowledge that certain learning styles suit certain learning strategies, for example, might hinder the students developing other learning styles. This problem is pointed out by Torrance & Rockenstein as "the learning style dilemma";

> On the one hand, teachers may find it impossible to teach every lesson from 3 to 23 different ways. The more reading a teacher does on learning styles, the less pragmatically applicable the information becomes. On the other hand, the application of one or more learning style theories may impose limitations on the learner (p. 278).

Secondly, there are several research results which support the idea that matching teaching styles to learning styles facilitates learning (Domino, 1979, for example), but there also is research and argument which casts some doubt on such a simplistic view. In the field of learning strategies other than foreign language learning, Gibbs (1981), for example, claims that

the students' studying cannot be understood simply in terms of fixed personal characteristics, and that learning style explanations are inadequate (p. 72). He refers to the study report by Gibbs et al. (1980), which summarizes the previous research results on the relationship between learning styles and learning strategies such as Pask et al.(1975), Laurillard (1979), and Mischel (1968). Based on these foregoing research results, Gibbs et al. argue that "It seems that personality on its own accounts for rather little, and that it is interaction of the person with the social situation which is responsible for most of the variation in behaviour" (p. 19). In other words, the students do not learn not because they do not use the strategies appropriate for their fixed personality or cognitive styles, but because they are not flexible enough to adopt their strategies which suit the task (p. 19).

In the field of foreign language learning, Corbett & Smith (1984) also cast doubt on the learning styles approach after researching how effective a teaching is which suits learning styles of students. They administered a large scale project on the Edmonds Learning Style Identification Exercise (ELSIE) invented by Rinert (1976). The ELSIE, which is based on an assumption that each person is "neurologically programmed to learn most efficiently in certain ways and less efficiently in others" (Reinert, 1976), is intended to identify the students' learning styles by asking the students how they go about learning a set of single words selected randomly from various parts of speech.[1] Corbett & Smith (1984) analysed postulated interactions between learning style and method of instruction on a total of 178 university students learning Spanish after six weeks of treatment. The result, however, failed to show statistically significant treatment effects, failing to claim that a teaching method which suits a learning style would enhance the learning.

Although the study of Corbett & Smith (1984) was directed

towards the effectiveness of a particular device for identifying learning styles (ELSIE), the result has demonstrated that the relationship of learning styles to foreign language learning is not straightforward as might be expected by the researchers in the area.

It is true that the research into the relationship of learning strategies to such learner factors as learning styles and personality types is useful to some extent. For example, as was pointed out by Ehrman & Oxford (1989), the results might be employed in counseling the learners. In addition, the results suggest that teachers should not adhere to only one method, but try to teach in various ways in the hope that students are given chances to try out different types of learning a foreign language. However, as suggested above, there are many other factors involved in learning a foreign language and they are related to each other in a complex way. For example, a learner might have come to use a certain strategy because he/she was recommended to use it by a teacher in the past and found it quite useful for him/her to improve proficiency in the target language. In another case, the student might be using the strategy because when he/she used it for an exam, he/she passed it. Whether these processes of acquiring learning strategies are related to the learner characteristics is open to doubt.

Studies on what factors affect the learners' learning strategy choice in the field other than EFL have shown that the learners' conception about learning, which changes as the learning progresses, affects the strategies the learners use. For example, Mathias (1978) identified two types of learners; i.e. 'course-focused' and 'interest-focused' learners. The course-focused learners sticks to the syllabus; e.g. "if you do things which are not on the syllabus they're not going to come up in the exams. The only thing you really come to University for is to get a degree" (cited in Gibbs, 1981, p. 73). The interest-focused learner is the one who tries to study the field which really

interests him/her regardless of the syllabus. Mathias (1978) claims that these two behaviors are not static, but change over time. What is important for the present study is that such orientation of learners towards objectives of study affects the "how" of studying as well as "what". In other words, until the learners know the purpose of the strategies, they do not change the strategies themselves however useful they might be.

Saljo (1979) found that students have five rather different conceptions in the development of their reflection about learning, and that strategies are seldom learnt and employed to any useful end without first facilitating the development of students' conception of learning (Gibbs, 1981, p. 83). The steps are; (1) learning as the increase of knowledge, (2) learning as memorizing, (3) learning as the acquisition of facts, procedures, etc., which can be retained and/or utilized in practice, (4) learning as the abstraction of meaning, and (5) learning as an interpretative process aimed at the understanding of reality.

As has already been seen in the section above, Oxford & Nyikos (1989) pointed out that imposition of academic goals set up by the standard academic approaches to teaching and testing limit the learners' attempt to employ various strategies. Therefore, it is important to make clear what conditions of learning and/or social context hinder or facilitate the learners' development of learning strategies. In the sections that follow, I will try to cast some light on this issue.

3. Purpose of the Study

From the consideration above, in the present paper I try to look at the effects of entrance examination, years spent at college/university in their relation to the entrance examination, and staying overseas, in the case of Japanese learners learning English at university. However, special attention will be paid to the effects of entrance examination and staying overseas. The argument below will clarify the reason I chose these two factors for the present study.

3.1 Entrance Examination

Let us start our consideration of the entrance examination in Japan by looking at the quotation from Rohlen (1983). She describes the preparation stage of the exam in Japan, and states as follows;

> Cramming is big business in Japan, and many firms compete in a large and hungry consumer market. Practice test books, invariably thick, are some of the most rudimentary items offered. Comprised of questions borrowed from past exams, they allow candidates to test themselves to their hearts' content in the privacy of their own homes. Books of facts that regularly appear in questions, all kinds of chronologies, vocabulary lists, catalogs of common mistakes, and other guides to short-answer test taking also abound (pp. 101-102).

According to the report issued by the Japanese Ministry of Education (1989, November), in 1989, 64% of the students who were going to leave school in the year entered the college or university. Besides, as pointed out by Rohlen, "the rankings of

universities in Japan are surprisingly sharp" (p. 92), and entering renowned universities guarantees that the students can obtain better jobs after graduation. All these factors make entrance examination of universities very competitive.

As cited in the introduction of the present paper, Stern (1983) includes evaluation as one of the members of learning conditions, which in turn affects the learning processes including strategies (p. 338). However, little research has been done looking into the effects of entrance examination on a foreign language learning after entering universities.

Berwick & Ross (1989) is one study taking the effect of the entrance examination seriously. They noted that most of the Japanese students seemed to lack the motivation to learn EFL at university, and conducted a longitudinal research on their ninety first-year students majoring in international commerce to see the effect of motivational change over time on proficiency. They analysed the results of pre- and post- test of English proficiency and motivational index through stepwise regression analysis. The analysis permitted them to examine the items which were most highly correlated with proficiency prior to instruction of the university.

The results showed that there was little relationship between attitudes and motivation and proficiency on the pre-tests. From the analysis of the data after 150 hours instruction, it was shown that although the more motivational and attitudinal factors contributed to the gain scores from pre-test to post-test, "learners did not improve enough in listening skills to suggest a meaningful relationship with attitude change" (p. 205). In the case of gain scores on structure, learners "interest" in learning English was a better predictor than the factor labeled as "support" such as support by the teacher and support by the native speakers of English. However, they concluded that "overall intensity of motivation of the college students was low", and it is

attributable to the fact that "the intensity of motivation to learn English hits a peak in the last year of high school" (p. 206).

> Students are obliged to compete fiercely for a limited number of openings at universities. At the same time, the content focus of the English examination is on grammar and translation, that is, relatively narrow, easily testable aspects of English proficiency. ... Once the university examinations are over, there is very little to sustain this kind of motivation, so the student appears in freshmen classrooms as a kind of timid, exam-worn survivor with no apparent academic purpose at university (p. 206).

However, they saw a light of hope in "the extraordinary interest in voluntary English language education at the adult level" (p. 207). In other words, although the university students largely lack the motivation to improve their English, once they have graduated from university and started to work, they find a necessity to study English, and start to learn English again. They surmise that the reason is that this "motivational paradox lies in the ability of adults to find reasons for use of English which go far beyond the narrow focus of the university-bound learners" (p. 207). The following observation by the authors is consistent with the discussion of Gibbs discussed above that learners change their strategies as they change their conceptions about learning; "time and experience apparently do affect learners' feelings and beliefs about the uses of a foreign language and, ultimately, have their effects on the proficiency of the language learner as an adult" (p. 207).

Let us, however, note that "the backwash effect" (which I will clarify later in this section) might have a positive effect on language learning as well as a negative effect described above. A group of researchers lead by G.D. Pickett carried out a research

into learning processes by asking "experienced and highly articulate linguists" to describe the introspective accounts of their own experience in learning and using languages (The British Council, 1978: p. 9). The result showed that four subjects out of 14 subjects mentioned the effects of examination, and only one of them described it as having a negative effect on his learning a foreign language. The researchers concluded from the result that;

> The contributors ... seemed not to need the confirmation of examinations that they know a language but benefited from it as a spur to achieving that knowledge. None equated success in an exam with linguistic ability and except for M (one of the participants), all seemed uncritical of the examinations they had taken, perhaps rightly assuming that whatever testing instrument was used they would come out roughly in the same position relative to their peers. Equally, several claimed to know well languages in which they had taken no examinations. For the learner, then, an exam seems to be a pedagogic incentive a long as it remains credible to him as a measure of achievement (p. 82: bracketed note is mine).

It may now be interesting to see how the entrance examination affects the language learning strategies the students employ in learning English at university level. In the present paper, I will take up the issue of entrance examination as a part of the "back-wash effects" in the field of language testing. By back-wash effect, is meant "the effects of testing on teaching and learning" (Hughes, 1989, p. 1). As Hughes (1989) claims, "If a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities" (p. 1). Thus, it is quite reasonable to assume the Japanese entrance examination might

have such an effect on the students' strategy choice in learning a foreign language.

3.2 Experience of Staying Overseas

There has been little research on the influence of staying overseas on the students' foreign language learning, at least in the case of Japanese students. The little research has shown that there do exist some differences between the university students who have stayed overseas and those who have not. For example, the former students were found to be interested in the language itself more than the latter students. (Because the students stayed overseas accompanying their parents, or they were "forced" to do that without their own intention, it would be impossible to imagine their interest in language caused them to go abroad.) It was also shown that the former were more approving towards the people in foreign countries than the latter (Yanagida, et al., 1989). However, they did not mention how their results were related to the learning of a foreign language.

Teichler & Smith (1988) is a report on the relationship between study abroad and learning a foreign language in the case of four European countries (France, the FRG, Sweden, and the UK) and the USA. They looked into the result of Study Abroad Programmes, where students of various majors in each country study in another country for a few weeks up to two years. The age range of the participants investigated in the study was from 19 to 25.

They identified three areas of outcomes in their study; academic, foreign language, and cultural outcomes. In the case of academic matters, the following data were obtained.

- 23 percent of all participants reported considerably greater academic success while studying abroad;
- 28 percent regarded their academic success abroad to

be slightly greater;

- 24 percent considered their academic success abroad to be on a level with that at the home institution;
- 18 percent saw a certain curtailment of their academic success while abroad;
- only seven percent reported academic success abroad to be considerably less than they would otherwise have expected at the home institution (p. 33).

The authors noted from the data, specifically, that "students felt they had improved with regard to knowledge of the state of research abroad, to establishing what were the most important aspects of their study course and to developing comparative perspective" (p. 32). What is worth noting is the authors' observation that "study abroad sharpens students' awareness of the learning process and increases their motivation to learn scientific methods" (p. 33).

In the area of foreign language outcomes, on the whole, students reported that "their academically related listening and reading comprehension improved better than with regard to general everyday areas" (p. 34), while they felt they became more proficient in speaking in daily life than academic situations. The authors also noted that the students majoring in the foreign language tended to rate their improvement less highly than those in other majors. The reason, the authors surmised, is that the foreign language students set up a higher standard to judge their proficiency than those in other areas.

As regards cultural outcomes, the participants of the programme acquired a high level of information on the politics, the society and the culture of the host country. One of the examples cited in their study showed that before the study abroad there were only 37 percent who were convinced that they were well acquainted with the political system and institutions of the host country.

whereas there were 63 percent on the return.

Among the findings cited above, what concerns me most for the present study is that the learners changed their attitudes toward learning through the experience of study abroad; i.e. "study abroad sharpens students' awareness of the learning process". Together with the observation of Saljo (1979) discussed in the section above, this finding could imply that study abroad might affect the strategy use of the students as well as their proficiency in the language. As the study by Saljo suggests, different conceptions about learning induce the students to learn differently. It would then possible to surmise that the experience of studying (or just staying) overseas, which changes attitudes towards learning of students, influence their strategy use of foreign language learning. Thus one of the purposes of the present paper is to look into the influence of staying overseas on the language learning strategies the students employ in learning EFL at university in Japan.

4. The Study

4.1 Hypotheses

From the results and findings of the previous research, I drew the following four hypotheses.

First, there will be differences in strategy use of the students who entered the university by taking the exam and those who were recommended and thus did not take the exam. There are two ways of entering the university in Japan. One is through an examination, and the other is through recommendation. In the case of the recommended students, their previous high school records are taken into account and they are exempted from the examination completely. In addition, these students are not allowed to be a candidate of universities other than the one they are recommended to enter, so that they are supposed to be completely free from the effects of entrance examination.

Second, as has already been noted, the entrance examination seems to have another effect on learning strategies; that is, it might narrow down the range of strategy types students use by having them to rely on some specific strategy types which are considered effective for them pass the examination. These exam specific strategies might include, in terms of Oxford's categorization, memory strategies, cognitive strategies, metacognitive strategies, but not more communicatively oriented strategies such as compensation strategies, social strategies and affective strategies.

Third, it is presumed that such an effect of entrance examination on language learning strategies will become smaller in the case of second year students than the first year students since as the study of Berwick & Ross (1989) shows, the attitudes and motivation change as the study at university progresses. Let us remember that Saljo (1979) also has suggested that the students'

conception about learning changes as they continue to study at university, which induces the change of learning strategies as well. Thus, it seems to be quite reasonable to hypothesise that language learning strategy use is different in the first year from the second year students.

My fourth hypothesis is that there will be differences in the strategy use between the students who have stayed overseas and those who did not. As was found in the study of Teichler & Smith (1988), the students who took part in the study abroad programme changed their idea about learning. The same thing may happen also in the case of Japanese students.

4.2 Instrumentation

For the present study I employed two sets of materials. One is the Strategy Inventory for Language Learning (SILL) adopted from Oxford (1990), and the other is a background questionnaire made by myself for the present purpose.

Among several versions of the SILL, I chose version 7.0. This SILL consists of 50 items and is intended to see the strategies employed by the learners of English as a foreign language. The items were "based on the author's strategy system, and additional items were adopted from early surveys and strategy lists by O'Malley, Chamot, and Rub n" (Oxford, 1990, p. 255). Each item asks the respondent to indicate his/her frequency of using a certain learning strategy on a five-point scale (from 1, almost never to 5, almost always). The authors explain the purpose of the SILL as follows; "The SILL was originally developed for the Language Skills Change Project, which periodically assesses the amount of change found in language skills after the learner's foreign language training has been completed" (ibid, p. 255).

The original version of SILL, which consisted of 121 items,

has been used "with groups of foreign language learners in high schools and universities around the world" (Oxford, 1990, p. 255), and it has proved highly reliable and valid through the extensive psychometric methods. However, how reliable and valid the version 7.0 is still to be attested. I will return to this point in a later section where I report the results of the study.

The items of the SILL, as can be seen in the Appendix, are classfied into six groups; memory, cognitive, compensation, metacognitive, affective, and social strategies. These strategies come from two major classes: Memory, cognitive, and compensation strategies belong to "direct strategies", and other three strategies, metacognitive, affective, and social strategies, belong to "indirect strategies". Direct strategies, which are related to language, take charge of "remembering and retrieving new information" (memory strategies), "understanding and producing the language"(cognitive strategies), and "using the language despite knowledge gaps" (compensation strategies) (Oxford 1990; pp. 14-15). On the other hand, indirect strategies are to do with "general management of learning" in that they are "coordinating the learning process" (metacognitive strategies), "regulating emotions" (affective strategies), and in charge of "learning with others" (social strategies) (p. 15).

For the present study, I translated the English version of SILL into Japanese. When I translated it, I tried to maintain the same proposition of each item, although I used a circumlocution about some items which are quite difficult to literally translate into Japanese. After that, I asked two Japanese who are proficient in English to try them out, and tell me the propositional content. The items which were found to be distorted were corrected. However, two items whose propositional contents I thought were unfamiliar and difficult for the Japanese students were changed into more familiar contents. That is, I changed the item 5, "I use rhymes to remember new English words" into "When I

remember new English words, I use the Japanese words which have the same sound as those of English", since the "rhyme" is unfamiliar to the Japanese learners of English, and the latter strategy of remembering English words is a very familiar strategy. Also the item 32, "I pay attention when someone is speaking English" was changed into "I concentrate myself on listening to or reading what others are speaking or have written", since the Japanese translation of the original item was very vague. I changed the original version into more familiar situation which Japanese students might encounter more frequently. In spite of such an alteration, each of these two items still fall into the original categories set up by Oxford. Item 5 and item 32 can still be regarded as a part of memorization strategy and a part of metacognitive strategy respectively.

The background questionnaire asked the respondents about their experience and length of study abroad, their method of entering the university, and their self-rating on their overall proficiency in English.

The first and second questions asked the students whether they had stayed overseas, and if yes, how long it lasted. The five items in the question were adapted from the previous questionnaire administered by Japan Association of College English Teachers (1985), whose purpose was to see the learning behaviours of university students learning English as a part of general education. The items in this study were intended to see the current Japanese students' experience of staying abroad, which was related to learning English.

The third and fourth questions asked about the students' experience of studying at international schools. The schools were originally set up for the foreigners who are staying in Japan. However, some returnees who had stayed overseas were occasionally allowed to study at such schools. The questions were prepared because such factors might be included as those influencing

learning strategies.

The fifth question asked about the method of entering university. There were two choices in the question; recommendation and an entrance examination, which were only methods of entering universities in Japan.

In the sixth item, the respondents were asked to rate their own proficiency level perceived by themselves on the seven points scale (from the highest score, 1 to the lowest 7). Although this question is not directly related to the present hypotheses, I have included it in the questionnaire, since there is a research which reports that the learners' self-perception of their own proficiency is related to the strategy use, and I suspect that the self-perception might be different in students with various learning experience, which in turn affects the strategy use.

The SILL and the questionnaire were administered during a class of English. About two months had passed since the entrance examination and one week had passed since the new term started. Thus the effects of entrance examination is presumed to remain at the time of this research. Respondents were allowed to leave the items blank which they did not think they could give a definite answer.

4.3 Subjects

Description of subpopulations are shown in the tables from 1.1 to 1.3 in the next page.

A total of 316 subjects took part in the present study. 156 were from H college (Table 1.1), and 159 were from S university (Table 1.2 and 1.3). H college was chosen to see particularly the effects of entrance examination, since there were no students who stayed overseas and there was reasonable balance in numbers of students who entered the college through recommendation and entrance examination. S university provided us with the data

for me to see the effects of staying overseas in addition to those of method of entering university and years spent there. As the table 1.3 shows, there were sufficient number of students who stayed overseas, and who did not. Out of the 156 students of H college, 78 were first year students and the other 78 were second years. Out of 159 students of S university, 82 were first years and 77 were second years.

H college is situated in a rural area of Japan, and all the students are females. They rarely have a chance to use English in daily life. Those who took part in the present study belonged to the English department, and they were studying English for about 20 hours a week at college, in addition to other general academic subjects such as history and mathematics. Out of the 20 hours, two hours are taught by native speakers of English both at the first year and second year. The age range is from 18 to 20. There were 39 students who entered the college through entrance exam and 39 who did not take it (i.e.,recommended) for each of the first and the second years. As can be seen from the table below, there were no students who had stayed overseas for any purposes.

The examination of H college does not include listening and speaking, and the examinees are required to answer the questions of vocabulary, grammar, reading and writing only. Thus, the students who took the examination may be presumed not to study speaking and listening so much for their preparation.

S university is in a metropolitan area and all the students in the study were from the English department. They were studying English for about 20 hours a week at university in addition to the required general subjects such as history and mathematics as in the case of H college. Most of the classes were taught by native speakers of English both at the first and second years. The age range is from 18 to 23. Out of the 82 first year students, there were 55 students (21 males and 34 females) who took the entrance exam, and 27 (9 males and 18 females) did not take the

exam. There were 33 students who had not stayed overseas among the 55 exam students, and 17, among the 26 recommended students. There was a total of 32 students who responded that they stayed overseas. However, there were differences even among the students who responded that they had stayed overseas. The group of the students with experience of staying overseas for less than three months includes those who stayed in a foreign country only for one week or so just for the purpose of enjoyment. Most of the group of the students who stayed overseas less than one year stayed in a foreign country for the purpose of studying, and finished their study when they were high school students. Those students who stayed overseas for more than two years stayed in a foreign country with their parents for the purpose of their fathers' business. They are so-called "returnees", and even the students who took the entrance examination were required to take tests specially prepared for the returnees. These characteristics of each group are applicable to the second-year students as well. Out of the 77 second year students, 51 (19 males and 32 females) took the exam, and 26 (5 males and 21 females) were recommended.

The exam of S university is divided into two parts, and only the students who have passed the first exam can take the second exam. The first part consists of reading, writing, vocabulary, and grammar. The reading section requires the students to read a large range of passages in a very short period. The second part includes dictation and interview with a native speaker of English. The result affects the pass or failure. That this university requires the examinees to display listening and speaking ability might affect the strategies they employ.

4.4 Data Analysis Procedure

Data analysis followed largely the one employed in Oxford & Nyikos (1989). The steps taken are as follows: 1) Extracting the underlying factors of the SILL through factor analysis; 2) calculating descriptive statistics such as frequencies in each factor discerned above for each of the groups of students defined in the hypothesis; those groups of students who are different according to the years of study at college/university, the method of entering college/university, and the experience of staying overseas; 3) looking at a statistic significance of differences in strategy use in these groups of students for each factor through ANOVA, and other statistics such as correlational analysis and t-test where appropriate. ANOVA permist me to analyse the effects of the two variabbles on strategy use at the same time. In addition, through the analysis, I can look at the interaction effects of the variables. In other words, I can see, for example, whether the entrance examination might affect the strategy use of the first-year students but not the second year-students, and so on.

I have decided to start the analysis by administering factor analysis to tailor the classification system of learning strategies to the present participants. The system set up by Oxford is ingenious and inspiring for theoretical as well as practical purposes. However, as she admits, it is "still in its infancy", and "any existing system of strategies is only a proposal to be tested through practical classroom use and through research" (pp. 16-17).[2]

Finally, note thatmissing data are excluded from the analyses. That is, in case the respondents have left questions blank, I have excluded the items from my consideration.

4.5 Results

4.5.1 Reliability and Validity of the SILL Version 7.0

Before going into the details of present analyses, let us look at the reliability of the present SILL results. In the case of H college, internal consistency reliability measured by Cronbach's alpha is .93 for the 140 students. For the 143 students of S university it is .89. The coefficients largely correspond to the earlier version of the 121-item SILL of Oxford (1990), who reports .96 for a 1,200-person university sample and .95 for a 483-person military sample (p. 255). However, the validity is yet to be attested. Oxford (1990) also reports the validity of Version 7.0, which has been employed in the present study, are "now being assessed (p. 255)", while the earlier version of SILL, on which Version 7.0 is based, has been proved to be valid in its content validity and concurrent validity. I will touch upon only the validity of classification of strategies when I talk about results of factor analysis in the section below.

4.5.2 Classification of Language Learning Strategies

In this section I will show the results of factor analysis and try to provide a basis for further analyses. All the Tables referred to in the text that follows are given in Appendix.

Tables 2.1 to 2.3 on the following pages show the results of the analysis for H college, and Tables 3.1 to 3.3, for S university. For the present study, I employed factor analysis based on principal components analysis since this is one of the widely used methods for factor extraction (Bryman & Cramer, 1990, pp. 255-257). As the tables 2.1 (H college) and 3.1 (S university) show, I have decided to employ the five main factors with their eigenvalues above 1.000 for further analyses in both H college and S university.

48% of the total variance was attributable to these five factors in H college, while 44.5% in S university. In Table 2.2 (H college) and 3.2 (S university), the strategy items with factor loadings of .40 and above for H college and .35 and above for S university are displayed, the loadings which extracted the most meaningful factors for each college. Table 2.3 (H college) and 3.3 (S university) specify the items included in each of the five factors with labels. As can be seen from the tables, although there were some items which overlapped with Oxford's system, a very different picture emerged for the present subjects, overall.[3] However, because the present classification of learning strategies is empirically based, I will employ it for further analyses instead of Oxford's. Below are the characteristics of each strategy group according to the present results.

H college

Factor 1 : Communicative learning strategies
This group of strategies is related to "learning through communication" or "learning by using the language". The examples include; seeking an opportunity to use English, trying to use it without being afraid of making mistakes, and tying to obtain as much authentic input as possible through various media.

Factor 2 : Compensation and guessing strategies
These strategies are employed when the knowledge of English is not enough to communicate appropriately and needs compensation. "Guessing" could be regarded as a part of the compensation strategies in that it can be conceived as "compensating the lack of knowledge by guessing".
The specific strategies included are ; guessing the meaning of unfamiliar words, predicting what comes next while

listening and reading, making up for the deficiency of knowledge of the target language by using the first language, paraphrasing, and gestures.

Factor 3 : Socio-affective strategies
These strategies share the characteristics of focusing on social aspects of language, and managing affective factors in learning language. Thus, asking for help from native speakers, cooperating with other students, managing feelings about learning by trying to relax when speaking, and giving a reward and treat for improvement.

Factor 4 : Formal learning strategies
These strategies are related to learning language in a formal setting such as learning English as a school subject: Practicing the sounds, memorizing new words by writing them several times, reviewing lessons, and planning schedule for learning.

Factor 5 : Mental operational strategies
The strategies in this group are related to mental operations; the examples are; putting a new word in a sentence, remembering the word with the situation where it appears, summarizing the information, creating a mental linkage between new knowledge and old knowledge, imaging when remembering new words.

Let us now look at characteristics of the five factors in S university.

S university

Factor 1: Communicative learning strategies

This group of strategies share the characteristics of Factor 1 of H college; i.e. learning by using the language: Thus, seeking an opportunity to use English, trying to use it without being afraid of making mistakes, using paraphrases when a target word is not available, and tying to obtain as much input as possible through various media.

Factor 2: General study strategies (cognitive)
These strategies are related to self-management of learning. They are, however, associated with the learning through cognitive operations, as against to affective ones in Factor 3 below. That is, planning schedule of learning, setting clear goals, looking for opportunities to use the language, thinking about progress, and trying to find out how to be a better learner, in addition to more general strategies such as using flashcards to remember new words, and reviewing lessons.

Factor 3: General study strategies (affective)
This group of strategies are, although labeled as "general study strategies", slightly different from those of Factor 2, in that it is related to affective aspects of learning rather than cognitive ones. These strategies include; trying to relax when afraid of using the language, being conscious of psychological states of oneself (being tense or nervous), giving oneself a reward for a good result.

Factor 4 Memory strategies
This group largely corresponds to that of Oxford's classification of the strategy group with the same label. All the items included are related to how to memorize well: The examples are; remembering a new word with a situation where the word might be used, remembering a word with an

associated image, remembering a word by physically acting it out, using a new word in a sentence when remembering it, and remembering words or phrases with the situation where they are used.

Factor 5 Compensation and guessing strategies
Although only a few items are the same as those of the Factor 2 of H college, which has the same label, the strategies included here so many common characteristics that it seems to deserve the label. Examples of this group of strategies are; reading without looking up every new word, (which involves a considerable amount of guessing), trying to guess what the other person says next, guessing the meaning of unfamiliar words, using paraphrasing, and relating new knowledge to previous knowledge.

4.5.3 Overall Results of H college

Let us now look at the results concerning the hypotheses.

To repeat the three hypotheses here: Hypothesis 1; there are differences in strategy use among the students who took the examination and those who did not: Hypothesis 2; examination narrows down the range of strategies the students employ: and , Hypothesis 3; such differences in strategy use become smaller in the case of second-year students compared with first-year students. I will analyse the results of H college first, and then S university.

Tables 4.1.1 to 4.1.4 show overall results of H college. As Table 4.1.1 shows, the order of frequencies of strategy use according to total means are; F2 ($\bar{X}$=.3920), F4 ($\bar{X}$=3.2720), F5 ($\bar{X}$=3.0839), F3 ($\bar{X}$=2.7951), and F1 ($\bar{X}$=2.4865) in its order given here. However, in order to see whether there are significant differences among these factors, I carried out "repeated measures

analysis of variance", through which I could compare five means (of the five Factors) for the same (related) subjects at the same time (Norusis, 1988). The result of the analysis is given in Table 4.1.2. The differences among the five Factors for the related subjects are found to be significant ($F = 65.38$; $p < .000$) overall. And yet I do not know where the differences lie. I then administered Ryan test for each pair. The results are given in Table 4.1.3. Further, I tabulated the rank order of the five Factors in Table 4.1.4 according to the results of the Ryan test. As can be seen from the table, differences were found to be significant at the level of 0.05 between F1 and F2 (10.458), F1 and F3 (3.540), F1 and F4 (9.087), F1 and F5 (6.900), F2 and F3 (6.894), F2 and F5 (3.583), F3 and F4 (5.517), and F3 and F5 (3.335) respectively. Thus, the students of H college tended to use the strategies in the following order;

Compensation and guessing (Factor 2)
/Formal learning (Factor 4)
Memory and mental operations (Factor 5)
Socio-affective (Factor 3)
Communicative learning (Factor 1).

It was found that the students used communicatively oriented strategies such as socio-affective and communicative less than other strategies which are presumed to be used at a formal learning situations. The result is consistent with that of Oxford & Nyikos (1989), which also reported that the students tended to "employ strategies ... likely to be useful in a traditional, structure oriented, discrete point foreign language instructional environment general trends tests and assignments" (p. 293).

Details on the frequencies of strategy use in each Factor by each of the four groups (1st-year exam students, 2nd-year exam students, 1st-year recommended students, and 2nd-year recommended students) and the results of ANOVA are given in Tables 4.2 to 4.6. Looking at the tables, overall, no significant effects of years of

studying at university on the types of strategy use were found, while the method of entering college had a significant effects in all factors except Factor 3, socio-affective strategies. However, no interaction effects between the two variables were observed in all these five Factors.

It can be said from these results that the students who took the entrance examination used four out of five strategy groups ("communicative learning strategies", "compensation and guessing strategies", "formal learning strategies", and "memory and mental operational strategies") more frequently than those who did not take the exam. However, there were no differences in the use of "socio-affective strategies" between the two groups of students. And this tendency did not differ from the first and the second year students.

4.5.4 Hypotheses 1, 2, and 3 (H college)

Let us summarise the above results according to the hypotheses.

From the results above, it can be said that hypothesis 1 was proved to be true. That is, there were differences in strategy use between the students who took the entrance examination and those who did not. However, hypothesis 2 did not turn out to be true. The effects of years of studying at college did not seem to affect strategy use. In other words, the effects of the entrance examination were observed regardless of the years spent at college. Hypothesis 3 was not proved either. The exam students reported more various strategy use than the recommended students.

Looking at the results thus far, however, a question arises as to whether it was the students' proficiency level that affected the strategy use rather than the method of entering college. The exam students might have proficiency higher than the recommended students, thus resulting in differences in the frequency of

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strategy use. This is a reasonable question, especially as some research results show that proficiency influences strategy use (Oxford, 1990; Oxford & Nyikos, 1989). I have available only self-rating scores of students' own proficiency. Thus, I decided to reanalyse the data including the variable in addition to the variables involved in a previous analysis.

First of all I computed a correlation of self-rating of proficiency level to each factor. The results are given in Table 5. As can be seen from the table, significant correlations were found in Factors 1 ($r=-.2469$; $p<.001$), 2 ($r=-3706$; $p<.0005$), 4 ($r=-.2890$; $p<.0005$), and 5 ($r=-.2949$; $p<.0005$), although they were weak correlations. (The values are negative to show positive correlations, since the smaller the rating, the higher the proficiency.) Thus, there is reason to suspect that the differences in strategy use were caused by levels of proficiency (based on self-perception) as well as method of entrance.

Based on the results above, I carried out ANOVA with covariates. Through this method, I could examine the effects of method of entrance (and years spent at college) excluding the effects of self-perception about levels of proficiency as covariate (Bryman & Cramer, 1990). The results are given in Tables 6.1 to 6.5. These results showed that self-ratings were, as can be predicted from the results of correlational analysis, found to be significant in Factors 1, 2, 4 and 5, while they failed to be significant in Factor 3. In the case of method of entrance, the significant effects were found in Factors 1, 2, and 5. Notable finding is that the effect of entrance failed to reach a significant level in Factor 4 (table 6.4; $F=1.701$, $p<.194$). Instead, year of studying at college nearly reached significance (table 6.4; $F=3.586$, $p<.060$). That means that after excluding the variable, "levels of proficiency (by self-rating)", the variable "years" was found to play a role, if minor, in deciding the strategy group labeled as "formal learning strategies".

4.5.5 Overall Results of S university

Let us next look at the results of S university.

As seen from Tables 1.3 and 1.5 in the section of Subjects, there were many variables in this case; experience of staying overseas, years spent at university, and method of entering university in addition to gender. Thus, I decided to analyse the data using various different statistics; t-test, and two-way ANOVA among others. * Note, however, that I have excluded from my analyses the students who reported having stayed overseas less than six months, those students who marked the items 1, and 2 of the questionnaire. Actually, there was no one who marked 2, "less than six months", and even the students who marked 1, "less than three months", had stayed in a foreign country only for traveling purpose. I left them out as it was questionable whether or not they could be said to have an experience of staying overseas long enough to influence their language learning.

Before going into the detailed analyses of the results, let us look at the overall tendency of the strategy use by the students of S university. Tables 7.1 to 7.4 show overall results of S university. As can be seen from Table 7.1.3, the order of frequencies of strategy use according to total means were; F5 (X=3.8853), F3 (X=3.4886), F1 (X=3.0780), F4 (X=3.0643), and F2 (X=2.9074) in its order given. The results of repeated measures analysis of variance are given in Table 7.2. As can be seen from the table, the differences among the five factors for the related subjects were found to be significant overall (F= 40.80; p<.000). Significant differences for each pair were found between F1 and F3 (4.730), F1 and F5 (7.001), F2 and F3 (8.848), F2 and F 5 (8.927), F3 And F4 (4.823), and F4 and F5 (7.102). Thus, the order of frequency in strategy use is as follows;

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Compensation and guessing (Factor 5)/
General study (affective) (Factor 3)
Communicative learning (Factor 1) / Memory (Factor 4)/
General study (cognitive) (Factor 2)

The order is a little different from that of H college, in that communicatively oriented learning strategies seems to be placed more importance than the H college. And yet the formal oriented strategies seem to be still used more frequently than the communicative learning strategies, overall.

Let us now look into the more detailed analyses of the differences in strategy use among the students of S university. The results of analyses through t-test are given in Tables 9.1 to 9.4, and the results of two-way ANOVA are given in Tables 10.1 to 10.5 ("method" and "years"), 11.1 to 11.5 ("method" and "gender"), 12.1 to 12.5 ("method" and "overseas experience"), 13.1 to 13.5 ("years spent at university" and "gender"), 14.1 to 14.5 ("years" and "overseas"), and 15.1 to 15.5 ("gender" and "overseas"). Table 8 is a summary of the whole analyses. In the statement that follows, I will refer to Table 8 unless specified otherwise.

The analysis of data of S university revealed results different from those of H college.

First, the method of entering university did not seem to play an important role in deciding a strategy use. There was only a minor influence of this variable in the use of strategies of Factor 5, "compensation and guessing strategies". Looking at Table 9.1, the exam students tended to favor these strategies ($\bar{X}$=3.7324) slightly more frequently than the recommended students ($\bar{X}$=3.5333).

While the influence of "method" as a single variable was very weak, this variable interacted to influence Factor 4, "memory strategies" with the other variables "years" and with "gender".

These interaction effects are depicted in Figures 4.1.1 to 4.2.2. The plots can be interpreted as showing the following results:

First, in the case of the exam students there was little effect of "years"; there was little difference in the use of memory strategies between the first and the second year students. However, in the case of the recommended students there was an effect of "years"; there was a large difference between the first and the second year students (Figures 4.1.1 and 4.1.2).

Second, in the case of the exam students, the gender scarcely affected the use of memory strategies, while in the case of the recommended students, the gender affected the strategy use. In other words, in the case of the exam students, there were no large differences between male and female students, whereas in the case of the recommended students, there was a large difference between male and female students. Reason for these interaction effects will be discussed in the next section.

Let us now look at the effect of the second variable, "the years spent at university". This variable significantly affected the use of strategies in Factor 3, "general study strategies (affective)", and the strategies were, as the table 8.2 shows, favoured by the first year students ($\bar{X}$=3.8187) more than the second year students ($\bar{X}$=3.3322).

The interaction effects of the variable "years" also significantly affected Factor 4 (memory strategies) with method (F=4.869, p=.029), and Factor 2 (general study strategies) with gender (F=4.890, p=.029). Because I have already shown the interaction effects of "years" with "method", I will describe the interaction effects of "years" with "gender" here. From Figures 4.3.1 and 4.3.2, it could be seen that in "general study strategies (cognitive)" (Factor 2) there was little difference between the first and second year students among female students, while there was a significant difference between the first and second years among male students. That is, the variable "years"

affected the male students more than the female students.

Let us next look at the effect of the third variable, "gender".

This variable was found to affect Factor 1, "communicative learning strategies". Table 9.3 shows that female students favoured the strategies ($\bar{X}$=3.2305) more than male students ($\bar{X}$=2.7925). As has already been noted in the above paragraph, the variable significantly interacted to affect Factor 4 ("memory strategies") with "method", and Factor 2 ("general study strategies - cognitive") with "years".

The fourth variable "overseas experience" also affected the use of "communicative learning strategies" (Factor 1). The students who had stayed overseas reported using these strategies more ($\bar{X}$=3.3967) than those who had not ($\bar{X}$=2.8969).

4.5.6 Hypotheses 1, 2, 3, and 4 (S university)

Hypothesis one has been proved to be true only in the following two cases; the second year students on the use of memory strategies (Figure 4.1.2), and the female students on the use of memory strategies (Figure 4.2.2). That is, in the case of the second year students, the exam students reported more frequent use of these strategies compared with the recommended students. In the case of the female students, the exam students were found to employ the strategies more frequently than the recommended students.

Hypothesis two was not supported. As has been seen above, the exam students reported the memory strategies more frequently than the recommended students in both of the two cases. That is, the entrance examination did not narrow down the range of strategies.

Hypothesis three did not turn out to be true either. No differences were observed between the first year students and the second year students among the group of students who had taken the entrance examination (Figure 4.1.1).

The hypothesis four turned out to be partially true. Especially the overseas experience seems to affect the use of communicative learning strategies. It is possible that the differences emerged due to the inequality of the number of samples; total number of male students who had stayed overseas was 7, whereas the number of female students who had stayed overseas was 48. In addition, a statistically significant effect was found in the case of gender difference; female students used communicative learning strategies (Factor 1) more frequently than the male students.

4.6 Discussion

4.6.1 Classification of Language Learning Strategies

As has already been seen in a previous section (4.5.2), the classification of strategies as a result of factor analysis in the present study was not consistent with that of Oxford (1990). Her classification is internally consistent in the sense that it depicts neatly the mutual support of each strategy group. For example, when the learner tries to remember some English expressions, he/she employs self-organization strategies as well as memory strategies. In Oxford's system, this kind of relationship is clearly shown. However, the present study did not support this system, or only partially supported it, if at all. As Oxford herself admits, "any current understanding of language learning is necessarily in its infancy, and any existing system of strategies is only a proposal to be tested through practical classroom use and through research" (pp. 16-17). Thus, the present study showed that Oxford's system is yet to be attested in its internal validity.

4.6.2 The Effects of Entrance Examination and Years Spent at College (Hypotheses 1, 2, and 3 in H college).

Hypothesis one has been proved to be true. The predicted effects of method of entering college was observed. However, this is not the type of effect that I had predicted in hypothesis two. That is, the examination did not narrow down the range of strategies employed by the students. Rather, compared with the recommended students, the exam students reported significantly more frequent use of four groups of strategies out of five; communicative learning strategies, compensation and guessing strategies, formal learning strategies, and mental operational

strategies. Although the exam students might have reported using such a wider range of strategies just because they were proficient in English, it should be noted again that the entrance examination did not have negative effects on the students' use of language learning strategies. Rather the students seemed to have developed a wider range of strategy use by studying for the examination. However, note that the examination did not help increase the use of the socio-affective strategies. This might be one of the reasons why the students who entered college can not always use English in actual communicative situations.

Hypothesis three has not been supported. No differences between the first and the second year students were observed in the types of strategies the exam students reported employing. In other words, the students, who had studied for one year at college, reported a similar tendency in their strategy use as the first year students did. The college education did not seem to be successful in encouraging the students to employ a wider range of strategies.

4.6.3 The Effects of Entrance Examination and Years Spent at University (Hypotheses 1, 2, 3, and 4 in S university)

Let us now turn our attention to the results of S university.

The single effect of "method of entrance" was not observed. However, this variable significantly interacted to affect the use of "memory strategies" with the other variables "years spent at university", and with "gender". The variable "method" also significantly interacted with "gender" to affect the use of "general study strategies (cognitive)". I will have a closer look at these interaction effects below.

As has already been seen in a previous section, a substantive difference in the use of the memory strategies has been observed between the exam students and the recommended students in the case

of the second year students. In the case of the first year students, on the contrary, the difference between the exam and the recommended students was smaller (Figure 4.1.2). To see the nature of this interaction more clearly, let us look at Figure 4.1.1. Looking at the group of the exam students, only a small difference was observed between the first and the second year students. Among the group of recommended students, however, the difference according to years was larger and more substantive.

Two implications could be drawn from this result. First, the effect of the examination seems to be persistent over years spent at university as far as the use of the memory strategies is concerned. Since a similar tendency has been observed in H college as well, it could be said that the entrance examination generally has a "long term effect", in the sense that the effect is persistent over the years spent at university. The recommended students also reported using these strategies to a similar degree as the exam students did in case they were the first year students. Even the recommended students might have employed these strategies, for example, to pass the school examinations.

However, note that it was the exam students who reported using these strategies even in case they were the second year students. The recommended students, on the contrary, reported less frequent use of the strategies in case they were the second year students compared with the first year recommended students as well as the second year exam students. The long term effect of the entrance examination might explain this result. That is, the difference might have emerged because the group of the exam students had gone through the long term effect of the entrance examination, whereas the recommended students had not. Of course, this remains merely a surmise until a similar tendency is discovered on the same subjects over years through longitudinal studies. However, such a long term effect of the entrance

examination is apparent overall the present research results.

Having talked about the persistent effect of the entrance examination, I must hasten to add a second implication that the years spent at university did not widen the range of strategy use. There were no cases where the second year students reported more frequent use of certain strategies compared with the first year students. There seem to be two alternative explanations for this result.

First, it might be because, as has been pointed out by Berwick & Ross (1989), the students, after going through a competitive entrance examination, tend to be less motivated to try out new set of language learning strategies. Second, it might be due to the nature of the strategy items chosen for the present investigation. These strategies might have been those which were effective for formal education, but less effective at university level. The students therefore might have reported less frequent use of the strategies in case they were the second year students than in case they were the first year students. (Remember that the survey was administered just at the time when the students entered university.)

The second explanation seems to be more plausible, since the students who took part in the present study belonged to the English department. That is, the present subjects entered the department mostly because they wanted to improve their proficiency in English. In the study of Berwick & Ross (1989), however, the students were studying English as part of a general education, where they were not necessarily eager to study English of their own will.

The result on the effect of years on the general study strategies (affective) is also suggestive to the above interpretation. These strategies were reported being used by the first year students more frequently than the second year students. The students might have regarded this kind of strategies as

effective to attain the goal set by the teacher in a formal educational setting. However, at university level, where more freedom to learn EFL according to their individual purposes is given to the students, these strategies might be deemed as less effective by the students.

The effect of the entrance examination was also observed in the case of the female students' use of the memory strategies. The female students seem to have been less reliant on these strategies in case they did not need to study specifically for the entrance examination. However, the entrance examination seems to have enhanced (or forced) the female students to employ the memory strategies more frequently than the recommended students. Looking at Figure 4.2.1 and comparing this result with that of the male students, this tendency will become more apparent. In the case of the exam students, there were no large differences between the male and the female students. Thus, the entrance examination might have both genders to be dependent on the memory strategies to a similar degree. Without need for preparing for the entrance examination, however, the male students might tend to be more reliant on these strategies than the female students.

The reason for such a gender difference is still unclear, however. It might be due to the different psychological traits between males and females in general as pointed out by Ehrman & Oxford (1989). The authors have showed that females reported using a wider range of strategies than males; i.e. females reported frequent use of "general strategies", "authentic language use", "searching for and communicating meaning", and "self-management strategies" (pp. 6-7). They have attributed such differences to psychological characteristics of females, who tend to be "intuitive" rather than "sensing", and tend to rely on "feeling" rather than "thinking". These psychological traits have also been found to be independently related to the use of the strategies given above. They also surmise that "female

superiority in verbal aptitude and social orientation" might be related to the cause of frequent use of the strategies by females (p. 8). Although it is still not clear why these particular psychological traits enhance the frequent use of particular strategies, it might be possible to apply this kind of psychological explanation to the present result as well. For example, male students were reported to be more more reliant on "thinking" (Ehrman & Oxford, 1989, p. 8). The trait might be the factor which enhances the memory strategies.

Let us finally examine the interaction effect of years with gender on the use of general study strategies (cognitive) (Figures 4.3.1 and 4.3.2). This result is related to the observations on the effect of gender and years which have been made above. First, from Figure 4.3.2, it could be seen that the second year male students reported using these strategies less often than the first year male students. Maybe for the same reason given above, that is, since these strategies were deemed as effective for formal education but less effective at university, they tended to be used less frequently by the second year students than the first year students.

Second, the female students reported employing the strategies to a certain degree regardless of years (Figure 4.3.2). In other words, among the female students, the frequency was the same in the first and the second year students. It is not clear why such differences according to years in the use of these strategies appeared only in the case of the male students, but not in the case of the female students. Since these strategies, which are to do with self-management of learning, were also found to be favoured by the female students in Ehrman & Oxford (1989), and that it was also due to psychological factors according to them, the present result might also have some psychological reason. However, this explanation is yet to be cleared.

4.6.4 The Effects of Staying Overseas

Overseas experience was found to affect the use of the "communicative learning strategies". The students who had stayed overseas were more likely to employ these strategies than those who had not. This result should be interpreted tentatively to conclude that the overseas experience did increase the frequency of students' use of the "communicative learning strategies" as there were more female students than male students in the group of students who had stayed overseas, and the females students also reported frequent use of the communicative learning strategies. However, the present result seems to be quite reasonable, since staying overseas should make the students more sensitive to learning English by using it.

4.6.5 For Future Research

Let us summarize the main implications for future research.

First, I investigated only those students who succeeded in entering college/university. Especially when examining the far-reaching effects of entrance examination in the society, however, to look at such students is insufficient. Rather it is also necessary to look into the strategy use of the students who failed in the entrance examination. The students who were successful in the entrance examination might have employed "successful examination related strategies", which were not employed by the students who had failed in the exam. And these strategies might have happened to be those examined in the present research.

Second, a longitudinal study is necessary to see the developmental process of acquiring or forming language learning strategies. There has been little research on language learning

strategies carried out longitudinally at least in the field of foreign language learning (however, see Chamot, et al., 198). Such a study is essential in order to see how the learner develops or fails to develop as a learner of a foreign language.

Third, the present research has been rather prescriptive in that the strategies investigated were restricted to those included in the fifty items of the SILL. More descriptive analyses of the students' strategies might reveal qualitative differences among various types of students.

4.6.6 Educational Implications

Despite several limitations, the present study has some educational implications.

First, from the result of H college, which showed there were no effects of the entrance examination on the use of socio-affective strategies, more emphases should be placed on helping students employ these strategies in appropriate situations. Since most of the current research into learning strategies has been motivated by the field of cognitive psychology, especially in its information processing approach, the social aspects of language have tended to be neglected. However, since language has social aspects as well as psychological ones, and since the students who had gone through formal education tended to use these strategies less often than other strategies, due attention should be paid to these strategies in teaching as well as in research (see Oxford, 1990, p. 22).

Second, also from the result of H college that the students used the communicative learning strategies less frequently than other strategies, overall, it could be important to provide them with more chances to learn through communication. Otherwise, the students might be in danger of viewing language learning only as a kind of mental exercise, which is performed on the desk. It

should be remembered that communication will provide the students with a good opportunity to learn a foreign language (Faerch & Kasper, 1983; Howatt, 1984; Oxford, 1990). In the case of S university, the same implication might also apply. Although a more frequent use of the communicative learning strategies than H college was reported, the frequency might simply be due to the fact that there were many students who had stayed overseas.

Third, years spent at college/university did not appear to affect the strategy use. Learning EFL at college/university did not enhance the students to use a wider range of strategies. There were even several strategies - the general study strategies (cognitive), the general study strategies (affective), and the memory strategies - which the second year students reported using less frequently than the first year students. It might have been partly because they were regarded as more effective for foreign language learning at a formal educational level, but less effective at university level. However, there are research results on the relationship between levels of proficiency and learning strategies, which suggest that students at higher levels of study reported using more strategies than did beginning level students (O'Malley & Chamot, 1990, p. 127). It could therefore be proposed that much more attention should be paid on learner training in language learning strategies at college/university as well as formal education.

Fourth, overseas experience seems to increase the use of the communicative learning strategies. As has already been stated above, it is important to help students to employ these strategies at school. However, it is also important to recommend students to study abroad in order for them to have more chances to learn the foreign language through communication.

5. Conclusion

The purpose of the present study has been to examine the effects of external variables affecting the use of language learning strategies. My main concerns were effects of entrance examination, years spent at college/university in their relation to the entrance examination, and experience of staying overseas. Despite several weaknesses of the research, it was found that the entrance examination and the experience of staying overseas had positive influences on the strategy use by the students.

The students who took the entrance examination reported using a wider range of strategies than those who did not. The examination seems to have encouraged the students to use a wider range of strategies by providing them with a target to be attained. However, it should also be noted that the entrance exam failed to help develop socio-affective strategies. This might be one of the reasons why the students who entered college/university cannot always use English in an actual communicative situation.

Staying overseas seems to have given the students a good opportunity to develop their communicative learning strategies. Overseas experience should have the students more sensitive to learning language through communication, which tends to be neglected at a formal educational setting.

Years spent at college/university, however, did not help increase frequencies of using various strategies. It was then suggested that more efforts should be made to encourage the students to develop a wider range of language learning strategies on this level of education as well.

This is a preliminary investigation into the effects of external variables on language learning strategies. Such a research will provide the researchers and teachers in the field with important information which compensates for the weaknesses of the research on the relationship between internal variables and

language learning strategies; since language is learned in the interaction of internal and external variables through language learning strategies.

Let us finally note that language learning strategies are effective as long as they enhance the students' proficiency level in the target language. It is therefore important to take into consideration how proficient the learner has become by using certain strategies. If this point is neglected, the research into language learning strategy is likely to be sterile.

NOTES

1. See Reinert (1976) for full details of ELSIE, including the authors' original intention of developing the system, which is highly suggestive for those who are interested in advancing an individualized instruction based on learning styles.

2. For factor analysis on the original version of SILL, see Oxford (1986).

3. These differences might have been caused by the translation effects. Although I made every effort to avoid discrepancies between the original version and its translation, there might still be some biases. This problem awaits further refinements.

4. It is questionable whether the present data can be analysed appropriately through ANOVA, however. Kerlinger (1986) warns us of the use of ANOVA to analyse the unequal number of samples, (such as the present case), saying: "In general, factorial analysis of variance is best suited to experimental research in which the subjects can be randomly assigned to cells, the n's thus kept equal and the assumptions behind the method more or less satisfied" (p. 241). In the present study, Multiple Regression Analysis would have been more appropriate.

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Appendix A

Tables and Figures

Table 1.1 Subjects of H College (Female students only)

	Recommendation	Entrance Exam	Total
1st-years	39	39	78
2nd-years	39	39	78
	78	78	156

Table 1.2 Subjects of S University (1st-year students)

		Recommendation	Examination	Total
Didn't stay abroad		17 (m= 6;f=11)	33 (m=18;f=15)	50(m=24;f=26)
Stayed abroad	<3 months	4 (m= 1;f= 3)	5 (m= 1;f= 4)	9(m= 2;f= 7)
	<1 year	5 (m= 1;f= 4)	4 (m= 1;f= 3)	9(m= 2;f= 7)
	>2 years	1 (m= 1;f= 0)	13 (m= 1;f=12)	14(m= 2;f=12)
Total		27 (m= 9;f=18)	55 (m=21;f=34)	82(m=30;f=52)

(< = less than; > = more than)

Table 1.3 Subjects of S University (2nd-year students)

		Recommendation	Examination	Total
Didn't stay abroad		18 (m= 5;f=13)	21 (m=14;f= 7)	39(m=19;f=20)
Stayed abroad	<3 months	2 (m= 0;f= 2)	2 (m= 2;f= 0)	4(m= 2;f= 2)
	<1 year	3 (m= 0;f= 3)	7 (m= 2;f= 5)	10(m= 2;f= 8)
	> 2 years	3 (m= 0;f= 3)	21 (m= 1;f=20)	24(m= 1;f=23)
Total		26 (m= 5;f=21)	51 (m=19;f=32)	77(m=24;f=53)

Table 2.1: Final Statistics of Factor Analysis for SILL (H college)

Factor	Communality	Eigenvalue	Pct of Var	Cum Pct
1	.40677	12.57749	25.2	25.2
2	.52193	2.88637	5.8	30.9
3	.34507	2.58849	5.2	36.1
4	.32578	2.33349	4.7	40.8
5	.12445	1.85830	3.7	44.5

Table 2.2: Factor Loadings of SILL (H college)
(Alphabets in the brankets indicate Oxford's original category to which each of the items beloned: A=memory, B=cognitive, C=compensation, D=metacognitive, E=affective, F=social)

	Factors				
Items	1	2	3	4	5
14 (B)	.74				
35 (D)	.73				
36 (D)	.70				
16 (B)	.69				
30 (D)	.67				
17 (B)	.66				
49 (F)	.64				
13 (B)	.57				
40 (E)	.51				
15 (B)	.51				
11 (B)	.50				
50 (F)	.49				
34 (D)	.48			.56	
22 (B)	.47				
4 (A)	.44				
26 (C)		.68			
18 (B)		.60			
24 (C)		.60			
19 (B)		.58			
29 (C)		.56			
25 (C)		.55			
28 (C)	.40	.52			
21 (B)		.48			.40

(To be continued to the next page.)

(Continued from the preceding page.)

	Factors				
Items	1	2	3	4	5
47 (F)			.62		
46 (F)			.61		
48 (F)			.58		
42 (E)			.57		
44 (E)			.54		
43 (E)			.52		
33 (D)			.50		
45 (F)			.49		
41 (E)			.46		
39 (E)			.42		
12 (B)				.71	
10 (B)				.70	
8 (A)				.63	
2 (A)					.69
9 (A)					.63
23 (B)					.55
1 (A)					.50
3 (A)					.40
38 (D)					.40

Tables 2.3 Learning Strategy Classifications
Based on Factor Analysis (H college)

Factor 1: Communicative Learning Strategies

14. I start conversations in English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
16. I read for pleasure in English.
30. I try to find as many ways as I can to use my English.
17. I write notes, messages, letters, or reports in English.
49. I ask questions in English.
13. I use the English words I know in different ways.
40. I encourage myself to speak English even when I am afraid of making a mistake.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
11. I try to talk like native English speakers.
50. I try to learn about the culture of English speakers.
22. I try not to translate word-for-word.
4. I remember a new English word by making a mental picture

of a situation in which the word might be used.

Factor 2 Compensation and guessing strategies

26. I make up new words if I do not know the right ones in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
24. To understand unfamiliar English words, I make guesses.
19. I look for words in my own language that are similar to new words in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
25. When I can't think of a word during conversation in English, I use gestures.
28. I try to guess what the other person will say next in English.
21. I find the meaning of an English word by dividing it into the parts that I understand.

Factor 3 Socio-affective strategies

47. I practice English with other students.
46. I ask English speakers to correct me when I talk.
48. I ask for help from English speakers.
42. I notice if I am tense or nervous when I am studying or using English.
44. I talk to someone else about how I feel when I am learning English.
43. I write down my feelings in a language learning diary.
33. I try to find out how to be a better learner of English.
45. If I do not understand something in English, I ask the other person to slow down or say it again.
41. I give myself a reward or treat when I do well in English.
39. I try to relax whenever I feel afraid of using English.

Factor 4 Formal learning strategies

12. I practice the sounds of English.
10. I say or write new English words several times.
8. I review English lessons often.
34. I plan my schedule so I will have enough time to study English.

Factor 5 Memory and mental operational strategies

2. I use new English words in a sentence so I can remember them.
9. I remember new English words or phrases by remembering

their location on the page, on the board, or on a street sign.

23. I make summaries of information that I hear or read in English.

1. I think of relationships between what I already know and new things I learn in English.

3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.

21. I find the meaning of an English word by dividing it into parts that I understand.

38. I think about my progress in learning English.

Table 3.1: Final Statistics of Factor Analysis for SILL (S university)

Factor	Communality	Eigenvalue	Pct of Var	Cum Pct
1	.59931	9.20655	18.4	25.2
2	.50422	2.88637	5.8	30.9
3	.50105	2.58849	5.2	36.1
4	.66598	2.33349	4.7	40.8
5	.45999	1.85830	3.7	44.5

Table 3.2: Factor Analysis of SILL (S university) (Alphabets in brackets indicate Oxford's original category to which each of the items beloned; A=memory, B=cognitive, C=compensation, D=metacognitive, E=affective, F=social)

	Factors				
Items	1	2	3	4	5
17 (B)	.77				
14 (B)	.76				
35 (D)	.63				
30 (D)	.63				
48 (F)	.61				
16 (D)	.53				.40
13 (B)	.52		.43		
50 (F)	.51				
40 (E)	.51				
49 (F)	.50				
15 (B)	.49				
36 (D)	.40	.60			
29 (C)	.40				.43
34 (D)		.71			
37 (D)		.60			
6 (A)		.46			
38 (D)		.46			
8 (A)		.44			
33 (D)		.38			
39 (E)			.74		
42 (E)			.72		
41 (E)			.46		
10 (B)			.41		
1 (A)			.38		.37

(To be continued to the next page.)

(Continued from the preceding page.)

	Factors				
Items	1	2	3	4	5
4 (A)				.72	
3 (A)				.60	
7 (A)				.59	
2 (A)				.57	
9 (A)				.55	
27 (C)					.68
28 (C)					.49
24 (C)					.37
22 (B)					.36

Tables 3.3 Learning Strategy Classifications
Based on Factor Analysis (S university)

Factor 1: Communicative Learning Strategies
17. I write notes, messages, letters, or reports in English.
14. I start conversations in English.
35. I look for people I can talk to in English.
30. I try to find as many wasy as I can to use my English.
48. I ask for help from English speakers.
16. I read for pleasure in English.
13. I use the English words I know in different ways.
50. I try to learn about the culture of English speakers.
40. I encourage myself to speak English even when I am afraid of making a mistake.
49. I ask questions in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
Factor 2 General study strategies (cognitive)
34. I plan my schedule so I will have enough time to study English.
37. I have clear goals for improving my English skills.
36. I look for opprotunities to read as much as possible in English.
6. I use flashcards to remember new English words.
38. I think about my progress in learning English.
8. I review English lessons often.
33. I try to find out how to be a better learner of English.

Factor 3 General study strategies (affective)

39. I try to relax whenever I feel afraid of using English.
42. I notice if I am tense or nervous when I am studying or using English.
41. I give myself a reward or treat when I do well in English.
10. I say or write new English words several times.

Factor 4 Memory strategies

4. I remember a new English word by making a mental picture of a situation in which the word might be used.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
7. I physically act out new English words.
2. I use new English words in a sentence so I can remember them.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Factor 5 Compensation and guessing strategies

27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
24. To understand unfamiliar English words, I make guesses.
1. I think of relationship between what I already know and new things I learn in English.
22. I try not to translate word-for-word.

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Table 4.1.1 Overall Frequencies (H college)

	1st years		2nd years		
	Examination	Recommended	Examination	Recommended	Total
F1	N=37 X=2.5985 SD= .8410	N=35 X=2.2714 SD= .6381	N=36 X=2.7610 SD= .6636	N=36 X=2.3234 SD= .6046	N=143 X=2.4866 SD= .7148
F2	N=37 X=3.7399 SD= .5998	N=37 X=3.1014 SD= .8228	N=36 X=3.6632 SD= .6627	N=37 X=3.0709 SD= .6142	N=147 X=3.3920 SD= .7418
F3	N=37 X=2.9064 SD= .6472	N=35 X=2.7486 SD= .7110	N=34 X=2.8559 SD= .6720	N=37 X=2.6736 SD= .6823	N=143 X=2.7951 SD= .6722
F4	N=37 X=3.4797 SD= .9060	N=37 X=3.2973 SD= .8597	N=37 X=3.3514 SD= .6051	N=37 X=2.9595 SD= .6910	N=148 X=3.2720 SD= .7911
F5	N=37 X=3.3514 SD= .7328	N=37 X=2.8964 SD= .7611	N=37 X=3.2613 SD= .6878	N=36 X=2.8194 SD= .6824	N=147 X=3.0830 SD= .7456

(F1 = communicative learning; F2 = compensation and guessing; F3 = socio-affective; F4 = formal learning; F5 = memory and monati operational)

Table 4.1.2 ANOVA --- Design 1
Averaged Tests of Significance for Factors using Unique Sum of Squares

Source of Variation	SS	DF	MS	F	Sig of F
Within Cells	167.45	556	.30		
Factors	78.78	4	19.69	65.38	.000

Table 4.1.3 Ryan Test of Differences of Frequencies in Each Factor (H college)

Factor	Factor1	Factor2	Factor3	Factor4	Factor5
1		10.458 *	3.540 *	8.087 *	6.900 *
2			6.894 *	1.398	3.583 *
3				5.517 *	3.335 *
4					2.191

* = p<.05

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4.1.4 Rank Order of Strategy Use (H college)

	Factor	
1	F2 (X = 3.3920) Compensation and guessing	F4 (X = 3.2720) Formal learning
2	F4 (X = 3.2720) Formal learning	F5 (X = 3.0839) Memory and mental operations
3	F3 (X = 2.7951) Socio-affective	
4	F1 (X = 2.4865) Communicative learning	

Table 4.2.1 Frequencies and ANOVA for Strategy Use (H college)
Factor 1 Communicative learning strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	37	35	72
	X	2.5985	2.7510	2.6726
	SD	.8410	.6636	.7586
Recommendation	N	35	36	71
	X	3.2714	2.3234	2.2978
	SD	.6381	.6045	.8174
Column Total	N	72	71	143
	X	2.4395	2.5342	2.4865
	SD	.7821	.6656	.7148

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	5.436	2	2.718	5.545	.005 **
Method (A)	5.051	1	5.051	10.304	.002 **
Year (B)	.468	1	.468	.955	.330
2-Way Interactions A x B	.100	1	.100	.203	.653

Table 4.2.2 Frequencies and ANOVA for Strategy Use (H college)
Factor 2 Compensation and guessing strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	37	36	73
	X	3.7309	3.8632	3.7021
	SD	.5908	.6627	.6283
Recommendation	N	37	37	74
	X	3.1014	3.0709	3.0861
	SD	.8228	.6142	.7212
Column Total	N	74	73	147
	X	3.4206	3.3630	3.3920
	SD	.7839	.7007	.7418

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	13.427	2	6.713	14.614	.000 ****
Method (A)	13.236	1	13.236	28.811	.000 ****
Year (B)	.111	1	.111	.242	.623
2-Way Interactions A x B	.005	1	.005	.010	.920

Table 4.2.3 Frequencies and ANOVA for Strategy Use (H college)
Factor 3 Socio-affective strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	37	34	71
	X	2.9054	2.8559	2.8817
	SD	.6472	.6720	.6549
Recommendation	N	35	37	72
	X	2.7486	2.6730	2.7097
	SD	.7110	.6623	.6826
Column Total	N	72	71	143
	X	2.8292	2.7606	2.7951
	SD	.6787	.6686	.6722

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.794	2	.397	.886	.415
Method (A)	.652	1	.652	1.453	.230
Year (B)	.126	1	.126	.281	.597
2-Way Interactions					
A x B	.004	1	.004	.009	.925

Table 4.2.4 Frequencies and ANOVA for Strategy Use (H college)
Factor 4 Formal learning strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	37	37	74
	X	3.4787	3.3514	3.4155
	SD	.9060	.6051	.7678
Recommendation	N	37	37	74
	X	3.2973	2.9595	3.1284
	SD	.8597	.6910	.7930
Column Total	N	74	74	148
	X	3.3885	3.1554	3.2720
	SD	.8818	.6745	.7911

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	4.115	2	2.057	3.425	.035
Method (A)	2.367	1	2.367	3.941	.049 *
Year (B)	1.633	1	1.633	2.718	.102
2-Way Interactions					
A x B	.571	1	.571	.950	.331

Table 4.2.5 Frequencies and ANOVA for Strategy Use (H college)
Factor 5 Memory and mental operational strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	37	37	74
	X	3.3514	3.2613	3.3063
	SD	.7326	.6878	.7071
Recommendation	N	37	36	73
	X	2.8964	2.8194	2.8584
	SD	.7611	.6824	.7194
Column Total	N	74	73	147
	X	3.1239	3.0434	3.0839
	SD	.7784	.7158	.7455

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	7.035	2	3.518	6.827	.001	....
Method (A)	6.618	1	6.618	12.845	.000	....
Year (B)	.328	1	.328	.636	.426	
2-Way Interactions						
A x B	.008	1	.008	.016	.900	

Table 5 Person Correlation Coeficients between Self-Rating of Proficiency and Factors (H college)

	Factors					self-rating scores
	1	2	3	4	5	
r	-.2469	-.3706	-.1096	-.2890	-.2949	
p	.003	.000	.192	.000	.000	
N	143	147	143	148	147	148
X	2.487	3.392	2.795	3.272	3.084	4.432
SD	.715	.742	.672	.791	.745	1.381

Table 6.1 Frequencies and ANOVA with Covariates
for Strategy Use (H college)
Factor 1 Communicative learning strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-	N	37	35	72
nation	X	2.5985	2.7510	2.6726
	SD	.8410	.6636	.7586
Recommen-	N	35	36	71
dation	X	2.2714	2.3234	2.2978
	SD	.6381	.6045	.6174
Column	N	72	71	143
Total	X	2.4395	2.5342	2.4865
	SD	.7621	.6656	.7148

ANOVA

Source	SS	DF	MS	F	Sig of F	
Covariates	5.064	1	5.064	10.737	.001	
P-level	5.064	1	5.064	10.737	.001	***
Main Effects	3.433	2	1.717	3.639	.029	
Method (A)	3.093	1	3.093	6.558	.012	*
Year (B)	.340	1	.340	.721	.397	
2-Way Interactions						
A x B	.030	1	.030	.064	.801	

(P-level = Self-ratings of the students's own proficiency)

Table 6.2 Frequencies and ANOVA with Covariates
for Strategy Use (H college)
Factor 2 Compensation and guessing strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-	N	37	36	73
nation	X	3.7399	3.6632	3.7021
	SD	.5998	.6627	.6283
Recommen-	N	37	37	74
dation	X	3.1014	3.0709	3.0861
	SD	.8228	.6142	.7212
Column	N	74	73	147
Total	X	3.4206	3.3630	3.3920
	SD	.7839	.7007	.7418

ANOVA

Source	SS	DF	MS	F	Sig of F	
Covariates						
P-level	11.041	1	11.041	26.698	.000	****
Main Effects	9.019	2	4.510	10.905	.000	
Method (A)	8.789	1	8.789	21.252	.000	****
Year (B)	.231	1	.231	.558	.456	
2-Way Interactions						
A x B	.020	1	.020	.049	.826	

Table 6.3 Frequencies and ANOVA with Covariates for Strategy Use (H college)
Factor 3 Socio-affectie strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-nation	N	37	34	71
	X	2.9054	2.8559	2.8817
	SD	.6472	.6720	.6549
Recommen-dation	N	35	37	72
	X	2.7486	2.6730	2.7097
	SD	.7110	.6623	.6826
Column Total	N	72	71	143
	X	2.8292	2.7606	2.7951
	SD	.6787	.6686	.6722

ANOVA

Source	SS	DF	MS	F	Sig of F
Covariates	.462	1	.462	1.028	.312
P-level	.462	1	.462	1.028	.312
Main Effects	.610	2	.305	.677	.510
Method (A)	.462	1	.462	1.026	.313
Year (B)	.148	1	.148	.329	.567
2-Way Interactions					
A x B	.000	1	.000	.001	.976

Table 6.4 Frequencies and ANOVA with Covariates for Strategy Use (H college)
Factor 4 Formal learning strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-nation	N	37	37	74
	X	3.4797	3.3514	3.4155
	SD	.9060	.6051	.7678
Recommen-dation	N	37	37	74
	X	3.2973	2.9595	3.1284
	SD	.8597	.6910	.7930
Column Total	N	74	74	148
	X	3.3885	3.1554	3.2720
	SD	.8818	.6745	.7911

ANOVA

Source	SS	DF	MS	F	Sig of F	
Covariates	7.385	1	7.385	13.166	.000	
P-level	7.385	1	7.385	13.166	.000	****
Main Effects	2.966	2	1.483	2.644	.075	
Method (A)	.954	1	.954	1.701	.194	
Year (B)	2.011	1	2.011	3.586	.060	
2-Way Interactions						
A x B	.307	1	.307	.547	.461	

Table 6.5 Frquencies and ANOVA with Covariates
for Strategy Use (H college)
Factor 5 Memory and mental operational strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-	N	37	37	74
nation	X	3.3514	3.2613	3.3063
	SD	.7326	.6878	.7071
Recommen-	N	37	36	73
dation	X	2.8964	2.8194	2.8584
	SD	.7611	.6824	.7194
Column	N	74	73	147
Total	X	3.1239	3.0434	3.0839
3	SD	.7764	.7158	.7455

ANOVA

Source	SS	DF	MS	F	Sig of F	
Covariates	5.852	1	5.852	11.894	.001	
P-level	5.852	1	5.852	11.894	.001	***
Main Effects	4.830	2	2.415	4.908	.009	
Method (A)	4.367	1	4.367	8.874	.003	**
Year (B)	.463	1	.463	.942	.334	
2-Way Interactions						
A x B	.004	1	.004	.009	.926	

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Table 7.1.1 Description of Subpopulation (S University)

Years		1st years								
Method		Exam				Recommendation				
Overseas		Yes		No		Yes		No		
Gender		m	f	m	f	m	f	m	f	Total
F1	N	2	14	18	14	2	4	5	10	69
	$\bar{X}$	2.9091	3.4675	2.8232	2.8987	3.6364	3.4545	2.7455	3.2182	3.0632
	SD	.7714	.6133	.8410	.7699	.5143	.3320	.4609	.8701	.7654
F2	N	2	15	17	15	2	4	6	11	72
	$\bar{X}$	3.4286	2.8952	3.0168	2.6762	3.5000	2.5000	3.3810	3.1818	2.9722
	SD	.2020	.6096	.5689	.5358	.5051	.4286	.3576	.6424	.5910
F3	N	2	14	17	15	2	4	6	11	71
	$\bar{X}$	2.8750	3.6250	3.6765	3.4167	2.8750	3.9375	4.0417	3.9545	.8371
	SD	.1768	.8071	.9510	.6792	.5303	.5154	.5103	1.0829	3.6549
F4	N	2	15	17	15	2	4	6	10	71
	$\bar{X}$	2.2000	3.0533	3.0000	3.1867	3.6000	3.2500	2.9333	3.3000	.7186
	SD	.0000	.6163	.7874	.8262	.5657	.4435	.6282	.7732	3.0958
F5	N	1	15	18	15	2	4	6	10	71
	$\bar{X}$	3.8333	3.8444	3.7222	3.7556	2.9167	4.1250	3.4167	3.6000	.6394
	SD	.0000	.5250	.8185	.5700	.3536	.5833	.4314	.6536	3.7136

(To be continued.)

Table 7.1.2 Description of Subpopulation (S University)

Years		2nd years								
Method		Exam				Recommendation				
Overseas		Yes		No		Yes		No		
Gender		m	f	m	f	m	f	m	f	Total
F1	N	3	24	14	7	0	6	5	13	72
	X	3.3030	3.4356	2.3571	3.1558	0	3.1667	3.0545	3.0699	3.0783
	SD	.1389	.7681	.6242	.8491	0	.4280	.9825	.6134	.7771
F2	N	3	25	14	7	0	6	5	13	73
	X	3.0952	2.8857	2.5816	3.3265	0	2.9762	2.6000	2.7582	2.8434
	SD	.2182	.6349	.7933	1.1118	0	.4900	.4562	.5785	.6946
F3	N	3	24	14	7	0	6	5	13	72
	X	3.9167	3.5000	2.8750	3.1786	0	2.9583	3.4500	3.5192	3.3194
	SD	.5204	.8660	.5944	.9652	0	1.1770	.9906	.7392	.8519
F4	N	3	25	14	6	0	6	5	13	72
	X	4.0000	3.0960	2.9571	3.4000	0	2.6000	3.3600	2.6769	3.0333
	SD	.5292	.7328	.7733	.9550	0	.4733	.6229	.5688	.7453
F5	N	3	24	14	7	0	6	5	13	72
	X	3.5556	3.9167	3.3214	4.0238	0	3.4167	4.0000	3.3462	3.6574
	SD	.5358	.6039	.7234	.5394	0	.6646	.9052	.5871	.6868

(To be continued.)

Table 7.1.3 Description of Subpopulation (3 University)

	Grand Total
Factor 1 Communicative Learning Strategies	N = 141 X = 3.0709 SD = .7687
Factor 2 General Study Strategies (cognitive)	N = 145 X = 2.9074 SD = .6463
Factor 3 General Study Strategies (affective)	N = 143 X = 3.4880 SD = .8583
Factor 4 Memory Strategies	N = 143 X = 3.0643 SD = .7303
Factor 5 Compensation and Guessing Strategies	N = 143 X = 3.6853 SD = .6620

Table 7.2 ANOVA - Design 1
Averaged Tests of Significance for Factors
using Unique Sum of Squares

Source of Variation	SS	DF	MS	F	Sig of F
Within Cells	216.55	584	.37		
Factors	60.52	4	15.13	40.80	.000

Table 7.3 Ryan Test of Differences of Frequencies in Each Facor

	Factors			
	2	3	4	5
1	1.870	4.730 *	0.075	7.001 *
2		6.640 *	1.801	8.927 *
3			4.823 *	2.279
4				7.102 *

* = p<.05

Table 7.4 Rank Order of Strategy Use (S university)

Rank Order	Factor
1	F5 ($\bar{X}$ = 3.6853) Compensation and guessing
1	F3 ($\bar{X}$ = 3.4860) General study (affective)
2	F1 ($\bar{X}$ = 3.0700) Communicative learning
2	F4 ($\bar{X}$ = 3.0643) Memory
2	F2 ($\bar{X}$ = 2.9074) General study (cognitive)

Table 8 Overall results of T-test, and 2-way ANOVA for Four Variables and SILL (S university)

	Factors				
	1	2	3	4	5
MAIN EFFECTS					
Method					
T-test	- .39	- .20	-1.11	.63	1.76
2-way ANOVA					
with Years	.023	.017	.971	.149	2.941
with Geder	.025	.016	.937	.148	3.035
with Overseas	.244	.141	1.004	.408	3.193
Years					
T-test	.04	1.30	2.12 *	.52	.51
2-way ANOVA					
with Method	.052	.702	4.618*	.678	.325
with Gender	.054	.710	4.410*	.688	.404
with Overseas	.007	.613	5.621*	.585	.432
Gender					
T-test	-3.47 ***	.68	- .08	.10	-1.48
2-way ANOVA					
with Method	9.875 **	.362	.040	.053	2.523
with Years	9.966 **	.308	.163	.051	1.993
with Overseas	10.778 ***	.143	.715	.110	2.530
Overseas					
T-test	-4.05 ****	.01	- .03	- .32	-1.87
2-way ANOVA					
with Method	20.386****	.143	.011	.039	2.179
with Years	19.229****	.186	.081	.172	3.431
with Gender	11.185***	.258	.190	.224	1.474
INTERACTION EFFECTS					
2-way interactions					
Method x Years	.027	1.379	.968	4.869 *	.001
Method x Gender	1.768	.895	.215	4.234 *	2.375
Method x Overseas	1.833	.102	3.713	.083	.468
Years x Gender	1.547	4.890 *	.751	1.972	.416
Years x Overseas	.010	1.004	1.400	.056	.159
Gender x Overseas	.899	2.249	.009	2.646	1.843

(**** = significant at the level of p<.0005; *** = p<.001;
** = p<.01; * = p<.05)

Table 9.1 T-Test for Strategy Use with regard to Method of Entering University
(Group 1 = Students who took an entrance exam;
Group 2 = Students who did not take an exam)

Facotr 1 (Communicative learning strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	103	3.0609	0.810	0.080	-0.39	150	.696
Group 2	49	3.1132	0.679	0.097			

Facotr 2 (General study strategies; cognitive)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	105	2.9156	0.690	0.067	-0.20	156	.841
Group 2	53	2.9380	0.591	0.081			

Facotr 3 (General study strategies; affective)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	103	3.4248	0.833	0.082	-1.11	154	.268
Group 2	53	3.5849	0.889	0.122			

Facotr 4 (Memory strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	104	3.0788	0.765	0.075	0.63	154	.529
Group 2	52	3.0000	0.672	0.093			

Facotr 5 (Compensation and guessing strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	104	3.7324	0.661	0.065	1.76	152	.080
Group 2	50	3.5333	0.645	0.091			

Table 9.2 T-Test for Strategy use with Regard to Years Spent at University
(Group 1 = 1st year students;
Group 2 = 2nd year students)

Facotr 1 (Communicative learning strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	77	3.0803	0.771	0.088	0.04	150	.967
Group 2	75	3.0752	0.771	0.089			

Facotr 2 (General study strategies; cognitive)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	81	2.9894	0.607	0.067	1.30	156	.194
Group 2	77	2.8534	0.703	0.080			

Facotr 3 (General study strategies; affective)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	80	3.6187	0.834	0.093	2.12	154	.036*
Group 2	76	3.3322	0.853	0.098			

Facotr 4 (Memory strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	80	3.0825	0.745	0.083	0.52	154	.603
Group 2	76	3.0211	0.727	0.083			

Facotr 5 (Compensation and guessing strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	79	3.6941	0.642	0.072	0.51	152	.613
Group 2	75	3.6400	0.683	0.079			

Table 9.3 T-Test for Strategy Use with Regard to Gender
(Group 1 = male; Group 2 = female)

Facotr 1 (Communicative learning strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	53	2.7925	0.750	0.103	-3.47	150	.001***
Group 2	99	3.2305	0.737	0.074			

Facotr 2 (General study strategies; cognitive)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	53	2.9730	0.653	0.090	0.68	156	.499
Group 2	105	2.8980	0.660	0.064			

Facotr 3 (General study strategies; affective)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	53	3.4717	0.863	0.119	-0.08	154	.938
Group 2	103	3.4830	0.852	0.084			

Facotr 4 (Memory strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	53	3.0604	0.787	0.108	0.10	154	.924
Group 2	103	3.0485	0.710	0.070			

Facotr 5 (Compensation and guessing strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	53	3.5597	0.730	0.100	-1.48	152	.142
Group 2	101	3.7244	0.617	0.061			

Table 9.4 T-Test for Strategy Use with Regard to Experience of Staying Overseas
(Group 1 = Students who had not stayed overseas;
Group 2 = Students who had stayed overseas)

Facotr 1 (Communicative learning strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	97	2.8969	0.782	0.079	-4.05	150	.000****
Group 2	55	3.3967	0.633	0.085			

Facotr 2 (General study strategies; cognitive)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	101	2.9236	0.698	0.069	0.01	156	.990
Group 2	57	2.9223	0.583	0.077			

Facotr 3 (General study strategies; affective)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	101	3.4777	0.858	0.085	-0.03	154	.977
Group 2	55	3.4818	0.851	0.115			

Facotr 4 (Memory strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	99	3.0384	0.760	0.076	-0.32	154	.752
Group 2	57	3.0772	0.694	0.092			

Facotr 5 (Compensation and guessing strategies)

Variable	No of Cases	Mean	SD	Standard Error	T	DF	P
Group 1	99	3.5943	0.683	0.069	-1.87	152	.064
Group 2	55	3.8000	0.602	0.081			

Table 10.1 Frequencies and ANOVA for Strategy Use (S university)
(Effects of method of entrance and years spent at university)
Factor 1 Communicative learning strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-nation	N	53	50	103
	X	3.0480	3.0745	3.0609
	SD	.7894	.8388	.8099
Recommen-dation	N	24	25	49
	X	3.1515	3.0764	3.1132
	SD	.7394	.6280	.6787
Column Total	N	77	75	152
	X	3.0803	3.0752	3.0778
	SD	.7708	.7706	.7681

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.045	2	.023	.038	.963
Method (A)	.014	1	.014	.023	.879
Year (B)	.031	1	.031	.052	.819
2-Way Interactions					
A x B	.016	1	.016	.027	.870

Table 10.2 Frequencies and ANOVA for Strategy Use (S university)
(Effects of method of entrance and years spent at university)
Factor 2 General study strategies (cognitive)

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-nation	N	54	51	105
	X	2.9286	2.9020	2.9156
	SD	.6059	.7759	.6905
Recommen-dation	N	27	26	53
	X	3.1111	2.7582	2.9380
	SD	.6013	.5326	.5907
Column Total	N	81	77	158
	X	2.9894	2.8534	2.9231
	SD	.6068	.7029	.6569

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.323	2	.162	.359	.699
Method (A)	.007	1	.007	.017	.898
Year (B)	.316	1	.316	.702	.404
2-Way Interactions					
A x B	.621	1	.621	1.379	.242

Table 10.3 Frequencies and ANOVA for Strategy Use (S university)
(Effects of method of entrance and years spent at university)
Factor 3 General study strategies (affective)

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	53	50	103
	X	3.5189	3.3250	3.4248
	SD	.8099	.8530	.8327
Recommendation	N	27	26	53
	X	3.8148	3.3462	3.5849
	SD	.8621	.8691	.8892
Column Total	N	80	76	156
	X	3.6188	3.3322	3.4792
	SD	.8344	.8528	.8529

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	4.043	2	2.022	2.795	.064
Method (A)	.703	1	.703	.971	.326
Year (B)	3.340	1	3.340	4.618	.033 *
2-Way Interactions					
A x B	.700	1	.700	.968	.327

Table 10.4 Frequencies and ANOVA for Strategy Use (S university)
(Effects of method of entrance and years spent at university)
Factor 4 Memory strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Examination	N	54	50	104
	X	3.0259	3.1360	3.0788
	SD	.7634	.7714	.7655
Recommendation	N	26	26	52
	X	3.2000	2.8000	3.0000
	SD	.7043	.5851	.6721
Column Total	N	80	76	156
	X	3.0825	3.0211	3.0526
	SD	.7447	.7271	.7344

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.447	2	.223	.414	.662
Method (A)	.981	1	.081	.149	.700
Year (B)	.366	1	.366	.678	.412
2-Way Interactions					
A x B	2.627	1	2.627	4.869	.029 *

Table 10.5 Frequencies and ANOVA for Strategy Use (S university)
(Effects of method of entrance and years spent at university)
Factor 5 Compensation and guessing strategies

Frequency

Method		Year 1st	Year 2nd	Row Total
Exami-	N	54	50	104
nation	X	3.7531	3.7100	3.7324
	SD	.6505	.6783	.6611
Recommen-	N	25	25	50
dation	X	3.5667	3.5000	3.5333
	SD	.6161	.6838	.6451
Column	N	79	75	154
Total	X	3.6941	3.6400	3.6677
	SD	.6419	.6828	.6605

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	1.464	2	.732	1.633	.199
Method (A)	1.319	1	1.319	2.941	.089
Year (B)	.146	1	.146	.325	.569
2-Way Interactions					
A x B	.000	1	.000	.001	.975

Table 11.1 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrance x gender)
Factor 1 Communicative learning strategies

Frequency

Method		Gender male	Gender female	Row Total
Examination	N	40	63	103
	X	2.7227	3.2756	3.0609
	SD	.7556	.7741	.8099
Recommendation	N	13	36	49
	X	3.0070	3.1515	3.1132
	SD	.7163	.6709	.6787
Column Total	N	53	99	152
	X	2.7925	3.2305	3.0778
	SD	.7495	.7372	.7681

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	5.498	2	2.749	4.950	.008
Method (A)	.014	1	.014	.025	.875
Gender (B)	5.484	1	5.484	9.875	.002 **
2-Way Interactions					
A x B	.982	1	.982	1.768	.186

Table 11.2 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrance x gender)
Factor 2 General study strategies (cognitive)

Frequency

Method		Gender male	Gender female	Row Total
Examination	N	39	66	105
	X	2.9158	2.9156	2.9156
	SD	.6833	.6998	.6905
Recommendation	N	14	39	53
	X	3.1327	2.8681	2.9380
	SD	.5532	.5948	.5907
Column Total	N	53	105	158
	X	2.9730	2.8980	2.9231
	SD	.6535	.6602	.6569

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.171	2	.086	.189	.828
Method (A)	.007	1	.007	.016	.898
Gender (B)	.164	1	.164	.362	.548
2-Way Interactions					
A x B	.405	1	.405	.895	.346

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Table 11.3 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrance x gender)
Factor 3 General study strategies (affective)

Frequency

Method		Gender male	Gender femal	Row Total
Exami-	N	39	64	103
nation	X	3.3910	3.4453	3.4248
	SD	.8770	.8110	.8327
Recommen-	N	14	39	53
dation	X	3.6964	3.5449	3.5849
	SD	.8097	.9228	.8892
Column	N	53	103	156
Total	X	3.4717	3.4830	3.4792
	SD	.8628	.8519	.8529

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.733	2	.366	.488	.615
Method (A)	.703	1	.703	.937	.335
Gender (B)	.030	1	.030	.040	.841
2-Way Interactions					
A x B	.161	1	.161	.215	.644

Table 11.4 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrance x gender)
Factor 4 Memory strategies

Frequency

Method		Gender male	Gender female	Row Total
Exami-	N	39	65	104
nation	X	2.9744	3.1415	3.0788
	SD	.8042	.7405	.7655
Recommen-	N	14	38	52
dation	X	3.3000	2.8895	3.0000
	SD	.7093	.6319	.6721
Column	N	53	103	156
Total	X	3.0604	3.0485	3.0526
	SD	.7870	.7099	.7344

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.109	2	.055	.100	.905
Method (A)	.081	1	.081	.148	.701
Gender (B)	.029	1	.029	.053	.819
2-Way Interactions					
A x B	2.304	1	2.304	4.234	.041 *

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Table 11.5 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrance x gender)
Factor 5 Compensation and guessing strategies

Frequency

Method		Gender male	Gender female	Row Total
Exami-	N	39	65	104
nation	X	3.5427	3.8462	3.7324
	SD	.7451	.5821	.6611
Recommen-	N	14	36	50
dation	X	3.6071	3.5046	3.5333
	SD	.7119	.6255	.6451
Column	N	53	101	154
Total	X	3.5597	3.7244	3.6677
	SD	.7302	.6171	.6605

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	2.415	2	1.207	2.779	.065
Method (A)	1.319	1	1.319	3.035	.084
Gender (B)	1.096	1	1.096	2.523	.114
2-Way Interactions					
A x B	1.032	1	1.032	2.375	.126

Table 12.1 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrnace x overseas experience)
Factor 1 Communicative learning strategies

Frequency

Method		Overseas Yes	Overseas No	Row Total
Exami-nation	N	43	53	96
	X	3.4123	2.7376	3.0398
	SD	.6847	.7913	.8147
Recommne-dation	N	12	33	45
	X	3.3409	3.0634	3.1374
	SD	.4177	.7242	.6637
Column Total	N	55	86	141
	X	3.3987	2.8626	3.0709
	SD	.6333	.7784	.7687

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	10.625	2	5.312	10.315	.000	
Method (A)	.126	1	.126	.244	.622	
Overseas (B)	10.499	1	10.499	20.386	.000	****
2-Way Interactions						
A x B	.944	1	.944	1.833	.178	

Table 12.2 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrnace x overseas experience)
Factor 2 General study strategies (cognitive)

Frequency

Method		Overseas Yes	Overseas No	Row Total
Exami-nation	N	45	53	98
	X	2.9270	2.8463	2.8834
	SD	.5965	.7380	.6745
Recommen-dation	N	12	35	47
	X	2.9048	2.8755	2.8574
	SD	.5561	.6036	.5867
Column Total	N	57	88	145
	X	2.9223	2.8977	2.9074
	SD	.5835	.6870	.6463

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.125	2	.063	.142	.868
Method (A)	.062	1	.062	.141	.708
Overseas (B)	.063	1	.063	.143	.706
2-Way Interactions					
A x B	.045	1	.045	.102	.750

Table 12.3 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrnace x overseas experience)
Factor 3 General study strategies (affective)

Frequency

Method		Overseas Yes	Overseas No	Row Total
Exami-nation	N	43	53	96
	X	3.5407	3.3255	3.4219
	SD	.8127	.8358	.8282
Recommend-dation	N	12	35	47
	X	3.2708	3.7357	3.6170
	SD	.9855	.8680	.9117
Column Total	N	55	88	143
	X	3.4818	3.4886	3.4860
	SD	.8510	.8676	.8583

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.746	2	.373	.507	.603
Method (A)	.738	1	.738	1.004	.318
Overseas (B)	.008	1	.008	.011	.917
2-Way Interactions					
A x B	2.729	1	2.729	3.713	.056

Table 12.4 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrnace x overseas experience)
Factor 4 Memory strategies

Frequency

Method		Overseas Yes	Overseas No	Row Total
Exami-nation	N	45	52	97
	X	3.1022	3.0885	3.0948
	SD	.7206	.8033	.7622
Recommne-dation	N	12	34	46
	X	2.9833	3.0059	3.0000
	SD	.5997	.6902	.6613
Column Total	N	57	86	143
	X	3.0772	3.0558	3.0643
	SD	.6936	.7575	.7303

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.246	2	.123	.223	.800
Method (A)	.225	1	.225	.408	.524
Overseas (B)	.021	1	.021	.039	.844
2-Way interactions					
A x B	.046	1	.046	.083	.774

Table 12.5 Frequencies and ANOVA for Strategy Use (S university)
(Method of entrnace x overseas experience).
Factor 5 Compensation and guessing strategies

Frequency

Method		Overseas Yes	Overseas No	Row Total
Exami-	N	43	54	97
nation	X	3.8643	3.6667	3.7543
	SD	.5602	.7167	.6562
Recommed-	N	12	34	46
dation	X	3.5694	3.5294	3.5399
	SD	.7123	.8481	.6575
Column	N	55	88	143
Total	X	3.8000	3.6136	3.6853
	SD	.6021	.6905	.6620

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	2.379	2	1.190	2.686	.072
Method (A)	1.414	1	1.414	3.193	.076
Overseas (B)	.965	1	.965	2.179	.142
2-Way Interactions					
A x B	.207	1	.207	.468	.495

Table 13.1 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x gender)
Factor 1 Communicative learning strategies

Frequency

Years		Gender Male	Female	Row Total
1 st	N	29	48	77
	X	2.8809	3.2008	3.0803
	SD	.7338	.7750	.7708
2 nd	N	24	51	75
	X	2.6856	3.2585	3.0752
	SD	.7700	.7064	.7706
Column Total	N	53	99	152
	X	2.7925	3.2305	3.0778
	SD	.7495	.7372	.7681

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	5.564	2	2.782	5.010	.008	
Years (A)	.030	1	.030	.054	.817	
Gender (B)	5.535	1	5.535	9.966	.002	***
2-Way Interactions						
A x B	.914	1	.914	1.547	.201	

Table 13.2 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x gender)
Factor 2 General study strategies (cognitive)

Frequency

Years		Gender Male	Female	Row Total
1 st	N	29	52	81
	X	3.1724	2.8874	2.9894
	SD	.5114	.6359	.6068
2 nd	N	24	53	77
	X	2.7321	2.9084	2.8534
	SD	.7325	.6892	.7029
Column Total	N	53	105	158
	X	2.9730	2.8980	2.9231
	SD	.6535	.6602	.6569

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	.447	2	.223	.509	.602	
Years (A)	.312	1	.312	.710	.401	
Gender (B)	.135	1	.135	.308	.580	
2-Way Interactions						
A x B	2.145	1	2.145	4.890	.029	*

Table 13.3 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x gender)
Factor 3 General study strategies (affective)

Frequency

Years		Gender Male	Female	Row Total
1 st	N	29	51	80
	X	3.6810	3.5833	3.6188
	SD	.8501	.8317	.8344
2 nd	N	24	52	76
	X	3.2188	3.3846	3.3322
	SD	.8253	.8681	.8528
Column Total	N	53	103	156
	X	3.4717	3.4830	3.4792
	SD	.8628	.8519	.8529

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	3.335	2	1.668	2.286	.105
Years (A)	3.217	1	3.217	4.410	.037 *
Gender (B)	.119	1	.119	.163	.687
2-Way Interactions					
A x B	.548	1	.548	.751	.388

Table 13.4 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x gender)
Factor 4 Memory strategies

Frequency

Years		Gender Male	Female	Row Total
1 st	N	29	51	80
	X	2.9793	3.1412	3.0825
	SD	.8183	.7012	.7447
2 nd	N	24	52	76
	X	3.1583	2.9577	3.0211
	SD	.7529	.7133	.7271
Column Total	N	53	103	156
	X	3.0604	3.0485	3.0526
	SD	.7870	.7099	.7344

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.407	2	.204	.370	.692
Years (A)	.379	1	.379	.688	.408
Gender (B)	.028	1	.028	.051	.821
2-Way Interactions					
A x B	1.086	1	1.086	1.972	.162

Table 13.5 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x gender)
Factor 5 Compensation and guessing strategies

Frequency

Years		Gender Male	Female	Row Total
1 st	N	29	50	79
	X	3.6322	3.7300	3.6941
	SD	.7160	.5994	.6419
2 nd	N	24	51	75
	X	3.4722	3.7190	3.6400
	SD	.7529	.6399	.6828
Column Total	N	53	101	154
	X	3.5597	3.7244	3.6677
	SD	.7302	.6171	.6605

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	1.078	2	.539	1.199	.305
Year (A)	.182	1	.182	.404	.526
Gender (B)	.896	1	.896	1.993	.160
2-Way Interactions					
A x B	.187	1	.187	.416	.520

Table 14.1 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x overseas experience)
Factor 1 Communicative learning strategies

Frequency

Years		Overseas Yes	Overseas No	Row Total
1 st	N	22	47	69
	X	3.4298	2.8917	3.0632
	SD	.5661	.7909	.7654
2 nd	N	33	39	72
	X	3.3747	2.8275	3.0783
	SD	.6821	.7719	.7771
Column Total	N	55	86	141
	X	3.3967	2.8626	3.0709
	SD	.6333	.7784	.7687

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	10.117	2	5.058	9.618	.000	
Years (A)	.003	1	.003	.007	.935	
Overseas (B)	10.113	1	10.113	19.229	.000	****
2-Way Interactions						
A x B	.005	1	.005	.010	.920	

Table 14.2 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x overseas experience)
Factor 2 General study strategies (cognitive)

Frequency

Years		Overseas Yes	Overseas No	Row Total
1 st	N	23	49	72
	X	2.9255	2.9942	2.9722
	SD	.6013	.5911	.5910
2 nd	N	34	39	73
	X	2.9202	2.7766	2.8434
	SD	.5802	.7823	.6946
Column Total	N	57	88	145
	X	2.9223	2.8977	2.9074
	SD	.5835	.6870	.6463

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.349	2	.174	.399	.671
Years (A)	.268	1	.268	.613	.435
Overseas (B)	.981	1	.081	.186	.667
2-Way Interactions					
A x B	.439	1	.439	1.004	.318

Table 14.3 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x overseas experience)
Factor 3 General study strategies (affective)

Frequency

Years		Overseas Yes	Overseas No	Row Total
1 st	N	22	49	71
	X	3.5455	3.7041	3.6549
	SD	.7584	.8730	.8371
2 nd	N	33	39	72
	X	3.4394	3.2179	3.3194
	SD	.9165	.7909	.8519
Column Total	N	55	88	143
	X	3.4818	3.4886	3.4860
	SD	.8510	.8676	.8583

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	4.119	2	2.060	2.851	.061	
Years (A)	4.061	1	4.061	5.621	.019	**
Overseas (B)	.058	1	.058	.081	.777	
2-Way Interactions						
A x B	1.012	1	1.012	1.400	.239	

Table 14.4 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x overseas experience)
Factor 4 Memory strategies

Frequency

Years		Overseas Yes	Overseas No	Row Total
1 st	N	23	48	71
	X	3.0609	3.1125	3.0958
	SD	.6192	.7673	.7186
2 nd	N	34	38	72
	X	3.0882	2.9842	3.0333
	SD	.7486	.7489	.7453
Column Total	N	57	86	143
	X	3.0772	3.0558	3.0643
	SD	.6936	.7575	.7303

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.417	2	.208	.378	.686
Years (A)	.322	1	.322	.585	.446
Overseas (B)	.095	1	.095	.172	.679
2-Way Interactions					
A x B	.031	1	.031	.056	.813

Table 14.5 Frequencies and ANOVA for Strategy Use (S university)
(Years spent at university x overseas experience)
Factor 5 Compensation and guessing strategies

Frequency

Years		Overseas Yes	Overseas No	Row Total
1 st	N	22	49	71
	X	3.8106	3.6701	3.7136
	SD	.5780	.6662	.6394
2 nd	N	33	39	72
	X	3.7929	3.5427	3.6574
	SD	.6264	.7222	.6868
Column Total	N	55	88	143
	X	3.8000	3.6136	3.6853
	SD	.6021	.6905	.6620

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	1.734	2	.867	1.932	.149
Years (A)	.194	1	.194	.432	.512
Overseas (B)	1.540	1	1.540	3.431	.066
2-Way Interactions					
A x B	.071	1	.071	.159	.691

Table 15.1 Frequencies and ANOVA for Strategy Use (S university)
(Gender x overseas experience)
Factor 1 Communicative learning strategies

Frequency

Gender		Overseas Yes	Overseas No	Row Total
Male	N	7	42	49
	X	3.2857	2.6861	2.7718
	SD	.4880	.7707	.7629
Female	N	48	44	92
	X	3.4129	3.0310	3.2302
	SD	.6545	.7563	.7268
Column Total	N	55	86	141
	X	3.3967	2.8626	3.0709
	SD	.6333	.7784	.7687

ANOVA

Source	SS	DF	MS	F	Sig of F	
Main Effects	11.282	2	5.641	10.982	.000	
Gender (A)	5.537	1	5.537	10.778	.001	***
Overseas (B)	5.745	1	5.745	11.185	.001	***
2-Way Interactions						
A x B	.462	1	.462	.899	.345	

Table 15.2 Frequencies and ANOVA for Strategy Use (S university)
(Gender x overseas experience)
Factor 2 General study strategies (cognitive)

Frequency

Gender		Overseas Yes	Overseas No	Row Total
Male	N	7	42	49
	X	3.3061	2.8741	2.9359
	SD	.3240	.6680	.6462
Female	N	50	46	96
	X	2.8686	2.9193	2.8929
	SD	.5935	.7106	.6492
Column Total	N	57	88	145
	X	2.9223	2.8977	2.9074
	SD	.5835	.6870	.6463

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.174	2	.087	.201	.818
Gender (A)	.062	1	.062	.143	.706
Overseas (B)	.112	1	.112	.258	.612
2-Way Interactions					
A x B	.976	1	.976	2.249	.136

Table 15.3 Frequencies and ANOVA for Strategy Use (S university)
(Gender x overseas experience)
Factor 3 General study strategies (affective)

Frequency

Gender		Overseas Yes	Overseas No	Row Total
Male	N	7	42	49
	X	3.3214	3.4345	3.4184
	SD	.6726	.8818	.8499
Female	N	48	46	94
	X	3.5052	3.5380	3.5213
	SD	.8775	.8611	.8650
Column Total	N	55	88	143
	X	3.4818	3.4886	3.4869
	SD	.8510	.8676	.8583

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.684	2	.342	.452	.637
Gender (A)	.540	1	.540	.715	.399
Overseas (B)	.143	1	.143	.190	.664
2-Way Interactions					
A x B	.007	1	.007	.009	.924

Table 15.4 Frequencies and ANOVA for Strategy Use (S university)
(Gender x overseas experience)
Factor 4 Memory strategies

Frequency

Gender		Overseas Yes	Overseas No	Row Total
Male	N	7	42	49
	X	3.3714	3.0190	3.0694
	SD	.9050	.7309	.7578
Female	N	50	44	94
	X	3.0360	3.0909	3.0617
	SD	.6599	.7888	.7196
Column Total	N	57	86	143
	X	3.0772	3.0558	3.0643
	SD	.6936	.7575	.7303

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	.181	2	.091	.167	.846
Gender (A)	.059	1	.059	.110	.741
Overseas (B)	.122	1	.122	.224	.636
2-Way Interactions					
A x B	1.434	1	1.434	2.646	.106

Table 15.5 Frequencies and ANOVA for Strategy Use (S university)
(Gender x overseas experience)
Factor 5 Compensation and guessing strategies

Frequency

Gender		Overseas Yes	Overseas No	Row Total
Male	N	6	43	49
	X	3.3889	3.5814	3.5578
	SD	.5340	.7675	.7411
Female	N	49	45	94
	X	3.8503	3.6444	3.7518
	SD	.5954	.6150	.6104
Column Total	N	55	88	143
	X	3.8000	3.6136	3.6853
	SD	.6021	.6905	.6620

ANOVA

Source	SS	DF	MS	F	Sig of F
Main Effects	1.773	2	.887	2.002	.139
Gender (A)	1.120	1	1.120	2.530	.114
Overseas (B)	.653	1	.653	1.474	.227
2-Way Interactions					
A x B	.816	1	.816	1.843	.177

Figure 4.1.1 Interaction Effects between Method and Years in Factor 4 (Memory strategies)

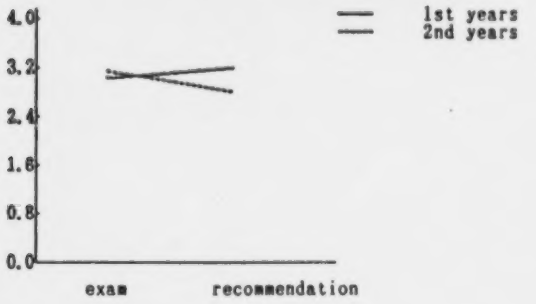


Figure 4.1.2 Interaction Effects between Method and Years in Factor 4 (Memory strategies)

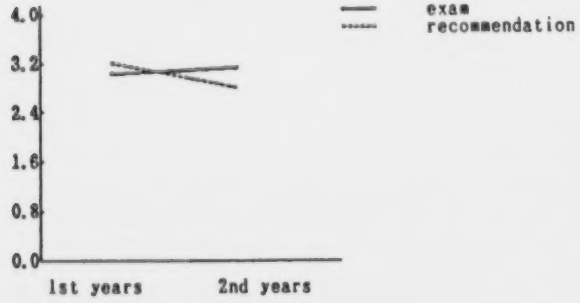


Figure 4.2.1 Interaction Effects between Method and Gender in Factor 4 (Memory strategies)

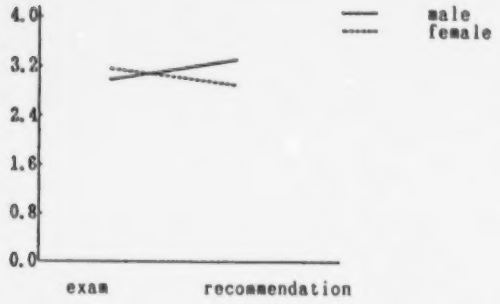


Figure 4.2.2 Interaction Effects between Method and Gender in Factor 4 (Memory strategies)

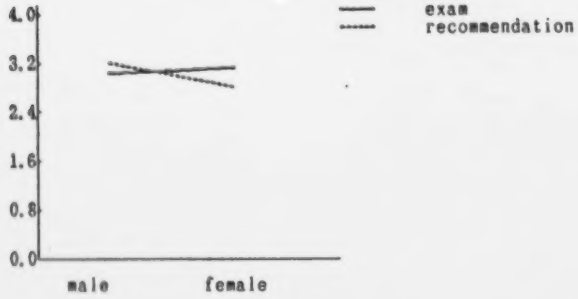


Figure 4.3.1 Interaction Effects between Gender and Years in Factor 2 (General study strategies - cognitive)

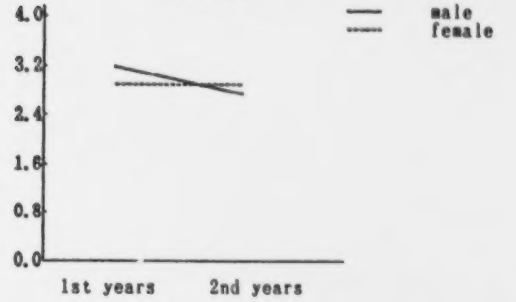
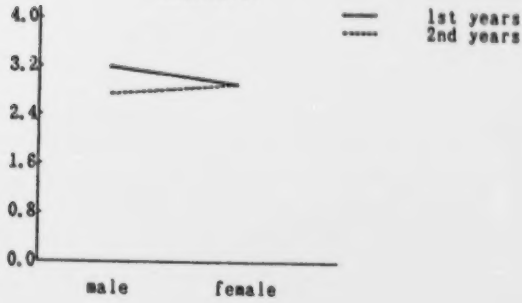


Figure 4.3.2 Interaction Effects between Gender and Years in Factor 2 (General study strategies - cognitive)



Appendix B

SILL (Version 7.0) – Japanese Translation and Background Questionnaire – Japanese & English

Strategy Inventory for Language Learning (SILL) (Japanese)

Version for Speakers of Other Languages Learning English
Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)
(c) R. Oxford, 1989

あなたの英語学習方法についてお尋ねします。それぞれの項目をよく読み、添付の用紙に答えを記入してください。答えは以下の選択肢に従って、どの位あなたの学習方法にあてはまるかを答えてください。

1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。

1．「あてはまらない」　・・・全然試したことがないか、あったとしても1度か2度程度で、習慣になっていない場合。
2．「ほとんどあてはまらない」・・・多少やったことがある。（頻度としては半分くらいあてはまる場合。）
3．「ある程度まであてはまる」・・・やる時もあるが、やらない時もある。（頻度が半分づつ位の場合。
4．「ほとんどあてはまる」・・・・・だいたいいつでもやっている。（頻度として半分以上あてはまる場合。
5．「あてはまる」・・・・・・・・・ほとんどやっている。（たまにやらないことがある場合も可。）

以下はすべて、「あなた自身」の「現在の」学習について、答えてください。「これからどうすべきか」、「他の人がどうしているか」ということでは判断しないでください。正しい答え、誤った答え、というものはありません。疑問のある項目については空欄のままにしておいてください。

〔練習〕　1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。

以下の項目を読み、上の選択肢から答えを選び空欄に記入してください。
〔練習〕　外国人と積極的に話そうと努力する。＿＿＿

以上で練習は終わりです。これからの答えはすべて回答用紙に記入してください。

BEST COPY A

Strategy Inventory for Language Learning
Version 7.0 (ESL/EFL)
(c) R. Oxford, 1989

1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。
（答えは回答用紙に記入してください。）

Part A

1．英語を勉強する時、すでに持っている様々な背景的知識を生かす。
2．英語の新しい単語は、文の中で使いながら覚える。
3．英語の新しい単語は、イメージや映像と結びつけて覚える。
4．英語の新しい単語は、その単語を使う場面を思い浮べながら覚える。
5．英語の新しい単語は、語呂あわせやライム、を使って覚える。
6．英語の新しい単語は、カードに書いて覚える。
7．英語の新しい単語は、実際に具体的な動作をしてみて覚える。
8．英語の授業の復習をする。
9．英語の新しい単語を覚える時、その単語の現われた場面とともに覚える。

Part B

10．新しい英語の単語は何度か声に出して言ってみる。
11．英語を話す時、ネイティブスピーカーの真似をして話すようにする。
12．英語の発音や綴りの練習する。
13．知っている英語の単語や語句をいろいろに組み合わせて実際に使ってみる。
14．英語で話すとき自分の方からすすんで会話を始める。
15．テレビの２ヶ国語放送を見る、あるいは英語の映画を見る。
16．娯楽のために英語の本を読む。
17．メモや手紙を英語で書く。

VAILABLE

1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。
（答えは回答用紙に記入してください。）

18. 英語を読む時、まず始めにざっと全体を見て、だいたいの内容をとってから始めに戻って、詳しく読み直す。
19. 英語の新しい語句を見た時、日本語の訳を思い浮かべる。
20. 英語を使う時、文法的に正確であるように心がける。
21. 長い単語の意味がわからない時は、それを分解して、自分の知っている単語に結びつけて、理解する。
22. 読んだり聞いたりする時、逐語訳（日本語の訳を単語ごとにあてはめて、理解すること）はしないように心がける。
23. 英語で聞いたり、読んだりしたことを要約する。

Part C

24. 英語で読んだり聞いたりしていて、知らない単語に出会ったら、意味を推測するようにする。
25. 英語で書いたり話したりしている時に、適切な表現が思い浮かばなければジェスチャーを使ったり、日本語を使ったり（日本語をローマ字で書くなど）して、通じさせようとする。
26. 英語で話したり書いたりしていて、適切な単語が思い浮かばない時には、意味は少し違ってもだいたい同じ意味の単語で代用する。
27. 英語を読む時いちいち辞書を引かない。
28. 英語で聞いたり読んだりしている時、全体の流れから、相手が次に何を言うかを、予測するようにする。
29. 英語で書いたり話したりしていて、適切な単語や表現が思い浮かばない時、同じ意味の単語や言い回しを自分で考えて使う。

1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。

（答えは回答用紙に記入してください。）

Part D

30. 様々な方法で自分の英語を試すようにする。
31. 英語の間違いになるべく気づくようにし、もし気づいたらそれを今後の学習にいかす。
32. 英語を聞いたり読んだりしている時には、それに集中して、関係ないことは頭から追い出す。
33. どうすれば英語学習がうまくいくのか、その方法を知るために本を読んだり、人に尋ねたりする。
34. テスト勉強以外にも、英語学習の時間をみつけるために、計画的に時間をさく。
35. 英語で話す相手をみつけて、話し掛けるようにする。
36. 英語で読む機会を多く作る。
37. 英語学習の目標（英語がどの程度までできるようになりたいか、何のために英語を勉強しているのかなど）がはっきりしている。
38. 自分の英語がどれくらい進歩したかを確かめながら勉強している。

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1．あてはまらない。
2．ほとんどあてはまらない。
3．ある程度まであてはまる。
4．ほとんどあてはまる。
5．あてはまる。
（答えは回答用紙に記入してください。）

Part E

39. 英語を使うのが恥ずかしい時、自分をリラックスさせるように努力する。
40. 間違いを恐がらず、積極的に英語を使うように、自らを励ます。
41. 英語でうまくいった時（話が通じた、良い成績がとれた、などを含めて）には、自分を誉める。
42. 英語を使ったり、（授業中、個人学習を含めて）勉強したりしているとき、緊張している、とかリラックスできているとか、自分の感情を気にとめる。
43. 自分の英語の学習方法、英語学習に対する感情（好き、嫌い）などを、記録しておく。
44. 英語学習についてどう思っているかを人に話す。

Part F

45. 英語がわからない時、ゆっくり話すように、あるいは、もう一度言ってもらうように頼む。
46. 英語を話している時、間違えたら直してもらうように頼む。
47. 友人と英語の練習をしたり、予習復習をしたり、学習方法についてを話し合ったりする。
48. ネイティブスピーカーの助けを借りる。
49. 英語で話す時、質問をして、相手が話を続け易いようにする。
50. 英語圏の文化を理解するようにする。

SILL Worksheet （回答用紙）

Part A	Part B	Part C	Part D	Part E	Part F
1. _____	10. _____	24. _____	30. _____	39. _____	45. _____
2. _____	11. _____	25. _____	31. _____	40. _____	46. _____
3. _____	12. _____	26. _____	32. _____	41. _____	47. _____
4. _____	13. _____	27. _____	33. _____	42. _____	48. _____
5. _____	14. _____	28. _____	34. _____	43. _____	49. _____
6. _____	15. _____	29. _____	35. _____	44. _____	50. _____
7. _____	16. _____		36. _____		
8. _____	17. _____		37. _____		
9. _____	18. _____		38. _____		
	19. _____				
	20. _____				
	21. _____				
	22. _____				
	23. _____				

BACKGROUND QUESTIONNAIRE
(Japanese)

学校名 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

学部名 ＿＿＿＿＿＿＿＿＿＿学部＿

学科名 ＿＿＿＿＿＿＿＿＿＿学科＿

学年 ＿＿＿＿＿

学籍番号 ＿＿＿＿＿＿＿＿＿

年令 ＿＿＿＿＿

氏名 （無記名も可）＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

1．（海外での生活経験がある人に）その期間はどのくらいでしたか。
［２つ以上の経験がある場　合は、その年月を合計してください。］

1．３ヵ月以内　　2．６ヵ月以内　　3．１年以内
4．２年以内　　5．２年以上

2．（質問１に答えた人に）その期間はいつ終わりましたか。

1．小学校入学以前　　2．小学校時代　　3．中学校時代
4．高校時代　　5．大学時代

3．（日本のインターナショナルスクールなどに通ったことのある人に）
その期間はどのくらいでしたか。［２つ以上の経験がある場合は、
その年月を合計してください。］

1．３ヵ月以内　　2．６ヵ月以内　　3．１年以内
4．２年以内　　5．２年以上

4．（質問３に答えた人に）その期間はいつ終わりましたか。

1．小学校入学以前　　2．小学校時代　　3．中学校時代
4．高校時代　　5．大学時代

5．あなたの大学への入学方法は以下のどれですか。

1．推薦　　2．入学試験を受けた

6．あなたの英語力は、あなたと同じ年令の人たちと比べてどの程度だと
思いますか。

1上　2　3　4　5　6　7下
|---|---|---|---|---|---|---|

BACKGROUND QUESTIONNAIRE

College/University _____. Department _____.

Students No _____. Age _____. Gender _____.

Name _____ (You can leave it blank.)

1. (For those who have stayed overseas.) How long have you stayed in the country? [If you have stayed in more than one country, give a total years of the stay.]
   1. Less than three months 2. Less than six months
   3. Less than one year 4. Less than two years
   5. More than two years
2. (For those who responded to 1 above.) When did you finish the stay?
   1. Before elementary school 2. During elementary school
   3. During junior high school 4. During senior high school
   5. During university
3. (For those who have studied at an international school in Japan.) How long have you stayed there?
   1. Less than three months 2. Less than six months
   3. Less than one year 4. Less than two years
   5. More than two years
4. (For those who responded to 3 above.) When did you finish the stay?
   1. Before elementary school 2. During elementary school
   3. During junior high school 4. During senior high school
   5. During university
5. How did you enter the university?
   1. Recommended 2. With entrance exam
6. How do you rate your overall proficiency in English as compared with that of the other students with your age? (Circle one.)

|---|---|---|---|---|---|---|
1 (Excellent) 2 3 4 5 6 7 (Poor)